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ABSTRACT

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established as part of an effort to effectively administer federal programs for equity in educational opportunity. Its charter requires the examination of all approaches to higher education for Black Americans and the needs of historically Black institutions. In this annual report an overview is given of the committee: its purpose, functions, membership, meetings, and special activities. Highlighted in the report is the research the committee has commissioned: 16 studies are briefly outlined. In a brief description of the committee's plan of action, five major goals are outlined, including (1) access (increasing participation); (2) opportunities for success (quality improvements); (3) opportunity/options (institutional diversity); (4) national program objectives and system supports for research and needs assessment; and (5) development of a 25-year plan. Appended are lists of committee members and staff, the committee charter, a list of historically Black colleges and universities, a list of predominantly Black colleges, a list of commissioned research, and copies of official committee correspondence. (MSE)

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THIRD ANNUAL REPORT

CALENDAR YEAR 1979

JUNE 1980

OVERVIEW OF COMMITTEE RESEARCH

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES

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UNITED STATES DEPARTMENT OF EDUCATION

NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1980

Honorable Walter F. Mondale
President of the Senate
Washington, D.C.

Dear Mr. President:

I am pleased to transmit herewith the Third Annual Report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

Calendar year 1979 was an action filled 12-month period as the Committee stretched its resources to respond to the myriad of issues and events which surfaced that influence trends in the area of higher education. It was a year in which every change needed to be monitored to try to head off any lessening of the Nation's commitment to actual equity in higher education.

It was a year marked by particular attention to proposals related to the reauthorization of the Higher Education Act and to plans for the establishment of a U. S. Education Department. The Committee not only diligently pursued its explicit Charter functions but also gave attention to its implied mandate by forwarding recommendations, proposals, and resolutions on those seminal issues which impact on the efforts of Black Americans to reach their highest educational goals. Some of the most significant issues which the Committee addressed were the relationship between the historically Black colleges and the reauthorization of Title III of the Higher Education Act; the potential effects of proposed changes in the Federal student financial aid programs on Black students; and the proposed structure of the new Education Department and the recommendation that it house an Office of Policy Analysis and Development Related to the Education of Black Americans.

In response to specific Charter functions, three detailed research reports were issued and work continued on the remaining subject areas.

The Committee members are grateful for the circumstances which allowed them to focus on the advancement and progress of Black Americans in higher education, to enumerate those steps which might be taken to prevent any retardation of this progress, and to recommend actions which will contribute to the acceleration of equality in higher education.

Sincerely,

A handwritten signature in cursive script that reads "Elias Blake Jr." is positioned above the typed name.

Elias Blake, Jr.
Chairperson



UNITED STATES DEPARTMENT OF EDUCATION

NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1980

Honorable Thomas P. O'Neill, Jr.
Speaker of the House of Representatives
Washington, D.C.

Dear Mr. Speaker:

I am pleased to transmit herewith the Third Annual Report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

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Elias Blake, Jr.
Chairperson



UNITED STATES DEPARTMENT OF EDUCATION

NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1980

Honorable Shirley Hufstedler
Secretary
U. S. Education Department
Washington, D.C. 20202

Dear Madam Secretary:

I am pleased to transmit herewith the Third Annual Report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

Calendar year 1979 was an action filled 12-month period as the Committee stretched its resources to respond to the myriad of issues and events which surfaced that influence trends in the area of higher education. It was a year in which every change needed to be monitored to try to head off any lessening of the Nation's commitment to actual equity in higher education.

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Sincerely,

Elias Blake, Jr.
Chairperson

INTRODUCTION

The establishment of this Committee is commensurate with the general practice of the Federal Government to seek the advice and recommendations of persons with expertise in specific areas in order to effectively administer federal programs. The long advocacy by persons interested in achieving equity in higher education for Black Americans and in enhancing the historically Black colleges and universities culminated in the establishment of the National Advisory Committee on Black Higher Education and Black Colleges and Universities in December 1976. The Committee's Charter requires the examination of all approaches to the higher education of Black Americans as well as the needs of the historically Black colleges and universities. On the basis of such study the Committee is then to make recommendations to the Secretary of Health, Education and Welfare in 12 specific areas (for a list of the areas, see the Charter in Appendix C).

In its initial Annual Report, "Higher Education Equity: The Crisis of Appearance Versus Reality," the Committee sought to clearly define the degree and type of progress which Black Americans have made in terms of higher education. In that report, access to higher education is viewed as more than initial entry to a postsecondary institution, but also the logical progression following access--choice of field of study and institution of higher education, completion of undergraduate training, and the potential to continue on for graduate and professional study or entry into the job market as a qualified professional employee.

Highlighted in this Annual Report is an overview of the research which the Committee has commissioned. These commissioned papers are supplemented by extensive staff research and analysis.

Prior to the issuance of its recommendations, the Committee is reviewing and analyzing all pertinent socio-economic and educational data on Blacks in higher education so that it may recommend what types of activities or tasks must be accomplished and the policies that should be developed by the Federal Government. Also, but to a lesser degree, recommendations are directed to State and local governments and to other educational entities impacting colleges and universities, in order to advance greater equity for Blacks in higher education.

THE COMMITTEE -- ITS FUNCTIONS AND ACTIVITIES

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established in December, 1976, for a period of two years, and the first committee meeting was convened in September, 1977. Because the difficulties in receiving both staff and financial resources hindered the research activities which were to be the base of its recommendations, the Committee's Charter was extended to December 22, 1979. Since its inception, the lack of concurrent provisions of personnel and financial resources and the time lapse between authorization and actual availability of resources have impeded the Committee's work. As a result, the Committee was extended again to June 30, 1980 to afford adequate time to meet Charter objectives and to give the Secretary of the new U. S. Education Department the opportunity to examine the Committee's relationship to the Education Department and to make a decision about its future.

In the 1979 Calendar Year, the Committee functioned with only 14 of its required 15-person membership. The membership included 6 persons who were either college presidents or State university chancellors (5 of whom are presidents of historically Black colleges) and representation from foundations, business, and the community. The term of office of each of the original members was extended to coincide with the new life of the Charter. The Chairperson is appointed by the Secretary.

Notices of all meetings are published in the Federal Register. In addition advance notification is also sent to constituency groups historically associated with Black aspirations and organizations and associations in the larger community with a history of involvement on behalf of Black Americans. All meetings are open to the public and are well attended by persons from all over the Nation.

The Committee believes that through its deliberations, reports, recommendations, and provision of a public forum to allow for full community input that the higher education of Black Americans will be improved and that the historically Black colleges and universities will not only be preserved but enhanced.

Purpose and Functions

The Secretary of Education has the responsibility (held by the Secretary of Health, Education, and Welfare in 1979) for the administration of various higher education and civil rights programs mandated by statutes. Administration of these programs involves a setting of priorities and an understanding of interlocking social, political, and economic complexities affecting not only the general population, but particular segments of society. Thus, the Secretary requires the advice and recommendations of persons knowledgeable of the impact of the mandated programs on the higher education of Black Americans in order to fulfill her responsibilities effectively. It is for this reason that the National Advisory Committee on Black Higher Education and Black Colleges and Universities continues to exist to examine all approaches to the higher education of Black Americans, as well as the needs of the historically Black colleges and universities, and to provide advice to the Secretary of Education. In particular, the Committee is to advise and make recommendations in the following areas:

- "(1) in the identification of the several courses of action to raise substantially the participation of blacks in all forms of productive postsecondary education;
- (2) in the development of alternatives sensitive to the special needs, deprivations, and aspirations of black youths;
- (3) in the analysis of and planning for the future role and healthy development of the historically black colleges and their relationship to expanding the numbers of blacks enrolled in higher education nationally and regionally;

"(4) in the development of a research base to support the definition of equity, the expansion of existing research, and the commissioning of original empirical research;

(5) in the stimulation and encouragement of more scholarship and research by blacks on questions of public policy relating to the educational needs of blacks and the promotion of these results at the Federal, regional, and State levels;

(6) in the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of blacks in higher education;

(7) in the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for blacks and improve access for larger numbers of blacks in higher education;

(8) in the development of approaches to the financing of the neediest students and the institutions with the heaviest concentrations of blacks;

(9) in the development of means to increase access, retention, and graduation of blacks from institutions of higher education;

(10) in the development of alternative ways of increasing the numbers of blacks entering and completing graduate and professional degree programs;

(11) in recommending a twenty-five year plan for increasing the quality of black higher education and the numbers of black Americans able to participate more fully in American society because they have successfully completed such education;

(12) in the assessment of the resultant implementation of policy decisions and recommendations."

In order to provide a setting for the meetings commensurate with its deliberations and to afford for a wider spectrum of public participation, the Committee held two (2) of its quarterly meetings outside of Washington on the campuses of historically Black colleges. Listed below are the dates and locations of each of the meetings convened in 1979:

March 5 & 6

Dillard University
International Room, Dent Hall
2601 Gentilly Boulevard
New Orleans, Louisiana

June 4 & 5

Tuskegee Institute
Martin Luther King Room
of Tuskegee Chapel
Tuskegee Institute, Alabama

September 10 & 11

Holiday Inn of Silver Spring
Plaza Ballroom
8777 Georgia Avenue
Silver Spring, Maryland

December 16 - 18

The Conservatory
The Washington Hilton Hotel
1919 Connecticut Avenue, N.W.
Washington, D.C. 20009

During the year the Committee forwarded recommendations, proposals, and resolutions on a host of legislative, program, and policy issues which impact on Black Americans and the historically Black colleges and universities. The Committee looked at issues from the cutting edge of what the Committee believed would benefit low-income students and the class of institutions which enroll significant proportions of low-income students, because any educational program which benefits the population at the lowest economic level will prove beneficial to Blacks.

With regard to the reauthorization of the Higher Education Act, the Committee forwarded specific recommendations for the following selected titles of the Act:

1. Title IV - Student Financial Assistance Programs
2. Title IX - The Graduate and Professional Opportunities Programs (for Minorities and Women)
3. Title IV-A - Subpart 4 - TRIO Programs
4. Title III - Developing Institutions Program

Resolutions were passed and forwarded which recommended that:

- 1) Title III of the Higher Education Act be made explicitly for the benefit of Black colleges and universities; and
- 2) A waiver be granted the Committee on the rule that all units obligate all procurement funds by May 31, 1979.

The Committee believes that the new U. S. Education Department should house a working policy analysis unit related to the educational issues of concern to Black Americans and Black colleges and universities and that such a unit should be located at the upper organizational structure of the Department. Consequently, in a letter to the HEW Assistant Secretary for Education, it was proposed that:

within the new Department, there should be an Office of Policy Analysis and Development Related to the Education of Black Americans.

Finally, at the last meeting of the year, the Committee presented a Proclamation to Former HEW Assistant Secretary for Education Dr. Mary F. Berry in recognition of her outstanding service in the Department and to the Committee from 1977 to 1979.

In addition, the Committee requested and was granted an extension of its Charter. On December 11, 1979, HEW Secretary Patricia Roberts Harris signed a Notice of Renewal, extending the Committee to June 30, 1980. This Renewal provided for continuity of the Committee until such time as the new Secretary of Education could make a determination regarding its future.

The Committee's views on each of the above issues were made known in correspondence to the Secretary, the Assistant Secretary for Education, the Commissioner of Education, or to the appropriate program administrator. Copies of the letters and the responses are shown in Appendix G.

Committee Membership

The Committee is appointed by the Secretary and is governed by Part D of the General Education Provisions Act and the Federal Advisory Committee Act which set forth the standards for the formation and use of advisory committees.

As required by the Charter, the Committee includes persons knowledgeable about the higher education of Black Americans; the historically Black colleges and universities; and the economic, educational, societal, and political realities in which public policy is made. Membership in 1979 included presidents of five historically Black four-year colleges; the chancellor of a State University system; the chancellor of a large, urban community college system; and representation from the business, foundation and research communities. They are from the Southern, Eastern, Midwestern, and Southwestern regions of the United States, from predominantly Black and predominantly white groups, and bring to the Committee a variety of perspectives regarding the issues before the Committee. A list of the names and business addresses of the members is given in Appendix A.

Meetings

The Committee is required to meet not less than four times each year with advance approval of the agency head or a designee, generally the Program Delegate to the Committee. All sessions are open to the public with notice of all meetings appearing in the Federal Register. In addition to this notice, prior to each meeting, an announcement is sent to almost 700 organizations, institutions, foundations, and individuals with a history of involvement on behalf of Black Americans in general and Blacks in higher education in particular.

Summary Committee's Discussions and ial Activities

During 1979, a significant amount of the Committee's time was spent in carrying out its Plan of Action to respond to the Charter functions. Unfortunately, an inordinate amount of time was also consumed in securing and maintaining the staff and financial resources necessary to respond to its Charter.

The Committee undertook its mandate by planning for the production of research reports and analyses of data which would substantiate the recommendations it planned to make. Its intention was to become more than a talking group and therefore engaged in substantive activities which would form a base for future recommendations. It was for that reason that adequate staffing was so critical to its work, and the delays in receiving both the staff and financial resources hindered these activities. The following is a chronology of significant events during the year.

CHRONOLOGY OF EVENTS IN 1979

- 3/5-6 Ninth meeting of Committee (Dillard University, New Orleans, Louisiana)
- 4/18 Initial recommendations forwarded to HEW on reauthorization of selected programs of the Higher Education Act of 1965
- 4/23 Staff relocated to new quarters
- 6/1 Requested exception to deadline for submission of contract work statements
- 6/1 Staffing concerns of the Committee outlined to the Executive Deputy Commissioner
- 6/4-5 Tenth meeting of Committee (Tuskegee Institute, Alabama)
Resolutions passed on
 - a. HBC's and Title III of HEA
 - b. Exemption requested regarding spending for FY'79
- 6/15 Transmittal to HEW of the Committee's first major research report: "Access of Black Americans to Higher Education: How Open is the Door?" with accompanying recommendations.

6/19 Resolutions passed on Title III at 6/4 meeting forwarded to HEW and OE

6/28 Response to 6/1 request for continued staffing

7/30 Response to resolution passed at June meeting regarding Title III and acknowledgement of the Access report

9/10-11 Eleventh meeting of Committee

9/26 Letter to HEW-Assistant Secretary for Education regarding future foci of Committee

11/5 Revised recommendations on reauthorization of Higher Education Act of 1965 forwarded to HEW

11/5 Recommended an Office of Policy Analysis and Development Related to the Education of Black Americans within the new Department of Education

11/9 Transmitted two Reports to the Secretary

1. Second Annual Report, 1978
2. "Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education"

12/5 Requested extension of Committee staff for six months beyond 12/22/79

12/11 HEW Secretary Patricia Roberts Harris extended Committee Charter to June 30, 1980

12/16-18 Twelfth meeting of the Committee

12/18 Proclamation to Dr. Mary F. Berry from the Committee

To gain complete information on many of the above issues, the Committee invited a number of persons from the Federal government, research agencies, and the general community to speak to current and proposed legislative and policy matters and heard testimony from college administrators and representatives of educational and community groups. Also, the staff was directed to prepare extensive background papers.

The Committee was especially gratified with the public interest in its activities as exemplified by the impressive public attendance at the quarterly meetings, the mounting number of requests for copies of its already published and forthcoming reports, public participation, and valuable insights expressed by the wider higher education community. Public attendees at the meetings represented various types of institutions of higher education, educational associations, foundations, civil rights and student groups, government, and the general public. Representatives of some of these organizations made valuable contributions to the discussion and some submitted formal statements for consideration by the Committee.

The Committee continues to be concerned about the dearth of data from which concrete conclusions may be drawn and on which recommendations could be formulated and the handicap of not having a clear overall Federal education policy to which it could relate its policy recommendations for Black Americans.

The lack of a Federal policy for support of the historically Black colleges (HBC's) or for dealing with their special circumstances was also cause for considerable concern. Reports on the President's January 1979 directive in support of the historically Black colleges were received at several of the meetings, and although the Committee is pleased at the fact that attention was focused on this important set of institutions at the highest level in the Executive Branch of Government,

it is somewhat disappointed that the percentage of Federal grants and contracts awarded to Black institutions in fiscal year 1978 was only 4.1 percent, the smallest share of Federal aid allocated to Black higher education since 1971 and a reduction from the 5.3 percent in 1977.

RESEARCH REPORTS

Since the 12 specific areas in the Committee's Charter cover a wide spectrum of concern, the Committee found it necessary to examine the broad areas of review, outline its priorities, and plot out a time schedule. Following the recommendations of several working groups of members, the decision was made to focus on five broad areas and to subsume the 12 more detailed areas in the Charter under this lesser number. These five broader areas and the Charter areas which they encompass are: Access (increasing participation); Opportunities for Success (quality improvements); Opportunity/Options (institutional diversity); National Program Objectives and System Supports; and a 25-Year Plan for the Improvement of the Opportunities for Blacks in Higher Education and the Condition of Black Higher Education. (See Plan of Action)

In order to formulate its recommendations from a sound base, the Committee requested a number of research reports. In view of the short life of the Committee and the enormity of its mandate, the decision was made to supplement staff developed reports with commissioned works in order to more fully respond to the Charter. As time and resources permit, some of the studies will be issued separately while others will be summarized in the final report.

Published Reports

During 1979, the Committee published three research reports - two developed by the staff at the direction of the Committee and one prepared under contract.

Access of Black Americans to Higher Education: How Open is the Door? - was virtually completed in 1978, but was not approved for publication until the March 1979 meeting.

Prepared by the Committee staff, with Ms. Linda J. Lambert as the principal researcher, this report responds to the first Charter function. It documents the quality of the participation of Blacks in higher education and cites the barriers to their full participation. Recommendations are posed for actions which will increase and enhance Black access to and participation in higher education. It views access not only in terms of entering higher education but also in terms of the distribution among the various types of institutions and courses of study and matriculation through to graduation.

Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education - was prepared by the Committee staff, with Ms. Glenda Partee-Scott as the principal researcher. It emphasizes the importance of maintaining maximum access points for Black Americans through a diversified system of higher education. In response to Charter function 3, it makes recommendations regarding ways that Federal programs and policies can be used to plan for the future role and healthy development of the historically Black colleges, as well as for other institutions which serve large numbers of Black students.

Public requests for the Access report far exceeded our expectations, and the supply from a second printing is exhausted. The Committee has requested that this report be updated and reissued.

Both of the above reports were placed on sale by the U. S. Government Printing Office.

A third report was prepared under contract. Entitled The Black Educational Policy Researcher: An Untapped National Resource, by Dr. Stephen J. Wright, it responds to item 5 in the Committee's Charter regarding "the stimulation and encouragement of more scholarship and research by Blacks on questions of public policy relating to the educational needs of Blacks and the promotion of these results at the Federal, regional and State levels."

This report sets forth reasons for the paucity of research and scholarship by Black researchers, recommends remedies to this problem, and suggests ways and means for stimulating and encouraging more research by Blacks on policy questions relating to the educational needs of Blacks.

In addition to the published research projects, the Committee's Annual Reports have dealt with pertinent issues as well as the Committee's yearly activities. The first Annual Report, Higher Education Equity: The Crisis of Appearance Versus Reality (published in June 1978), presents a statistical overview of the status of Black participation in higher education. Because the data revealed that true equity has yet to be realized, the Committee's purpose was to highlight some of the critical areas demanding immediate attention in order to prepare the way for subsequent recommendations. Pursuant to this objective, the report identifies as especially significant the disparity in high school completion rates, the continued importance of historically Black colleges, the skewed distribution of Black students among academic fields of study, the minimal representation of Blacks in graduate and professional training, and the need to increase the numbers of Black faculty and administrators in institutions of higher education. In this report, the Committee stated that the lack of a comprehensive Federal policy on equity was sufficient cause for the Secretary to reaffirm the

Charter mandate and assure the Committee the staff and financial resources necessary to accomplish its task.

The Annual Report for Calendar Year 1978 (published in 1979) describes Committee activities during that year. Among the issues on which recommendations were made to the Secretary were:

- . Tuition tax credits for middle income families
- . The proposed Department of Education
- . Revised regulations for the Developing Institutions Program
- . Recognition and encouragement of the Adams States for negotiating in good faith

Since the published reports are available, either from the Committee office or from the U. S. Government Printing Office, we have not gone into great detail here regarding their content. On the other hand, only office copies of commissioned research reports are currently available in the office of the Program Delegate to the Committee.

Below is given the rationale for each commissioned study and a summary of its contents.

Commissioned Research

The Committee requested and received funds to commission papers as background for its recommendations to the Secretary. A total of 16 papers has been commissioned at a total cost of \$86,003. The remainder of the research budget was used for editorial services. (For a complete listing of the projects and costs, see Appendix F). The Committee felt that only those researchers should be chosen to produce papers who have demonstrated sensitivity to the uniqueness of Black higher education through their work, research, and practical experience.

The Committee used researchers from private industry and from predominantly white as well as predominantly Black colleges and universities and relied upon individuals whose credentials ranged from long-established careers and accomplishments in Black higher education to talented, less well-known scholars whose projects were in part shaped by their own participation. Due to the short life of the Committee, it was decided that the commissioned work would serve to supplement the staff-developed reports in order to more fully respond to the Charter. Thus, each of these reports was commissioned to respond to a specific function in the the Charter.

When all of the findings are reviewed as a composite, the result is a general view of Black higher education. Overall, it can be stated that this is a most crucial period for the continued advancement of Black participation in higher education. Whether the Nation reaffirms the egalitarian principles formulated as the result of the Civil Rights Movement or succumbs to neoconservative demands for an end to the support of such designs is a question for which a clear-cut answer is unobtainable at the present time. What is clear, however, is that much remains to be done to achieve equity for Blacks and to strengthen the historically Black colleges (HBC's). There is a dearth of Black policymakers

at the Federal and State levels, a condition worsened by the notable absence of Blacks among the few national educational associations that speak for higher education. More menacing is the realization that questions of equity do not seem to loom large in the minds of people who influence higher education policy, a situation which anticipates the strategy of benign ignorance espoused by neoconservative critics of a systemic commitment to educational equality. Black colleges are bearing disproportionate burdens in integrating faculty and staff and, despite their relatively small number, continue to produce a significant share of Black baccalaureate, master's, first professional and doctorate degrees. In predominantly white institutions, Blacks continue to be isolated within a hostile environment and are now confronted by an institutional mentality which has grown tired of maintaining its obligation of special services for disadvantaged and low-income students.

To serve as background material for subsequent reports, the Committee commissioned two papers to Dr. Faustine Jones, Senior Fellow at the Institute for the Study of Educational Policy, and currently, Interim Editor of the Journal of Negro Education at Howard University. The first is entitled "Systemic Problems Affecting the Participation of Blacks in Higher Education" and corresponds to Charter area #11, "increasing the quality of Black higher education and the numbers of Black Americans able to participate more fully in American society." Through a survey of governmental, institutional, and individual research, Dr. Jones examined the systemic factors working against equal opportunity for Blacks and the impact of these factors on Black participation in higher education. She found that the momentum for equality has been threatened by current social uncertainty and that continued socioeconomic inequality prevents Blacks from gaining the educational and career credentials necessary for parity. She contends that institutionalized racism remains the most powerful barrier to Black educational, political and economic participation and that the Federal Government must be the agent to end the

vicious cycle endemic to racism. Because the end of segregation in education has not brought an end to inferior educational opportunity, the Black colleges must be retained to provide their unique service to the Black community. Her recommendations to counteract these factors include a continuation of affirmative action as a requirement for the achievement of equality and justice.

Dr. Jones' second report, "The Impact of Neoconservatism on Black Colleges and Blacks in Higher Education," addresses Charter areas #2, Opportunities for Success, and #3, "the analysis of and planning for the future role and healthy development of the historically Black colleges." Through a literature search, Dr. Jones examined the neoconservative movement, its impact on policies and programs, and the threat it presents to the future survival of HBC's and to educational parity. Because they once championed liberal causes, the influence of the neoconservatives is greatly enhanced by their reputation, their stature, and their ability to affect public policy. The neoconservatives argue that Blacks have made tremendous social progress, making further Federal assistance unnecessary and not worth the cost. Affirmative action has been their chief target of attack. By denouncing the value and quality of the HBC's, the neoconservatives are threatening the future of these institutions in much the same manner they have undermined social programs by blaming Blacks for the historic scars of racism and discrimination. To combat the neoconservative philosophy, Dr. Jones recommends that a coalition of Americans committed to equality and justice must take the offensive and propose effective social change which will promote the interests of the entire society, not just the power elite.

One other report was commissioned to provide background material. Mary Roper, a

Research Associate in private industry, was charged with preparing "Development of a Profile of Current Thinking on Equity in Higher Education". Her work relates to Charter area #4, the development of a set of guidelines to support the definition of equity for Blacks in higher education. Through a literature search, Mrs. Roper identified current thinking on equity by historical review and timely analysis, outlined a definition of equity which has policy implications pertinent to Black higher education, and developed a bibliography. Mrs. Roper found that the history of equity for Blacks is directly tied to the outcomes of legislative and judicial considerations at the Federal and State levels. Only within the last fifteen years has there been concern for equity in higher education, with most of the effort relating to the Higher Education Act of 1965 or to the Adams litigation. Current thinking, however, tends to define equity in terms of the rights of white Americans, thus antagonizing a new racist awareness illustrated by the anti-affirmative action, neoconservative mood dominating contemporary political and social philosophy. Since higher education is perhaps the greatest resource available for Blacks to attain an equitable share of the American dream, it is imperative that higher education equity include some attention to making up for those situations where legal and moral sanctions prevented Blacks from achieving equity. With this in mind, Mrs. Roper defines higher education equity as "the achievement of a situation wherein every individual with the ability to pursue such is allowed to do so without respect to limiting quotas or artificially cooperative measures". Basic to this definition is the recognition that Blacks have been victimized in the past and cannot be expected to achieve without some initial acceleration.

In order to gauge the present status of Black participation in higher education and the current conditions of HBC's, the Committee commissioned a number of studies in these areas. The first, "A Report on the Status of Blacks in Higher Education", was prepared by Dr. Barbara Love and addresses Charter areas #4, the development of a research base to support inquiry in the area of equity, and #6, the evaluation of Federal, regional, and State efforts in improving the status of Blacks in higher education. Dr. Love, Executive Director of the Black Women's Research and Development Center in Washington, D.C., and an Associate Professor at the Center for Urban Education at the University of Massachusetts at Amherst, assessed the participation of Black administrators, faculty, and students in institutions of higher education and made recommendations regarding necessary action. Using data from reports of the U.S. Bureau of the Census, the HEW Office for Civil Rights, the Equal Employment Opportunity Commission, the HEW National Center for Education Statistics, and other selected references, Dr. Love found that Black faculty and staff are confronted with current inequities in appointments, promotions, tenure status, and salaries. In 1975, only 7 percent of all administrators and 4.4 percent of all higher education faculty were Black, of which over one-third of the administrators and almost two-fifths of Black faculty were employed in the HBC's. Only 3 percent of all tenured faculty were Black in 1975, and in the HBC's, 42.6 percent of white tenured faculty but only 33.5 percent of the Blacks with tenure held the rank of full professor. Furthermore, in 1975, in higher education generally, the median salaries for Black administrators and faculty were significantly lower than those for whites. With regard to enrollment, Dr. Love found that in 1977, Blacks made up 11 percent of the total

student population but only 8.6 percent of students in their senior year.

Similarly, in 1976, Blacks earned only 8.4 percent of all associate degrees, 6.4 percent of baccalaureates, 6.6 percent of master's and 3.6 percent of all doctorates.

Leneta Gaines' study, "Historically Black Colleges and Universities: The State of the Art, 1975-78", was commissioned to lay out separately the current conditions in the HBC's with particular attention to their historical disadvantage, Charter area #3. Ms. Gaines, a former consultant with the Institute for Services to Education's Office of Policy Analysis and Research, used similar data sources as Dr. Love to focus on the general, academic, and student characteristics; the physical facilities/libraries; degrees awarded; and finances in the HBC's. Through her analysis, Ms. Gaines discovered that HBC's have diversified their curriculum offerings in step with the expansion of career opportunities for Black graduates and continue to produce a significant proportion of Black baccalaureate, master's and first professional degree recipients. In those States which house the HBC's, these institutions enroll nearly one-third of all Black students and, as Dr. Love discovered, provide a sizable market for the employment of Black faculty and administrators. Despite these achievements, the financial stability of the HBC's remains marginal, at best, and still suffers from inequitable patterns of Federal aid to higher education institutions.

In the area of graduate and professional education, Charter area #10, the Committee authorized David Ruffin, former Legislative Assistant to the U.S. House of Representatives' Subcommittee on Equal Opportunity, to undertake an appropriate study. Entitled, "The Status

of Blacks in Graduate and Professional Education", Mr. Ruffin's report examines the participation of Blacks in graduate and professional programs and includes a summary of recommendations for improvement, including the enhancement of graduate programs in the HBC's as a potential solution. Mr. Ruffin reviewed existing literature and research and solicited additional comments from various sources in the field. Mr. Ruffin's report is particularly significant since graduate and professional participation has far-reaching implications not only in the educational arena but also in direct service to the Black community. Black enrollment in advanced study has stagnated in recent years and remains minimal in scientific and technological areas. Black graduate students face formidable financial barriers and receive less Federal and institutional support than whites, especially in the form of teaching and research assistantships. The pool of eligible Black students continues to be small because of the high school dropout rate, inadequate secondary and undergraduate preparation, negative and inappropriate counseling, and less exposure to non-traditional career fields. There is a general lack of institutional commitment to recruitment and retention, and in the face of financial pressures, minority programs are among the first to be discontinued.

In the last fifteen years, Black students for the first time have been able to attend the more prestigious institutions throughout the Nation. Consequently, the Committee commissioned Dr. Donald Smith, Professor of Education at Bernard M. Baruch College of the City University of New York, to examine what happens to Blacks at predominantly white institutions, especially the most prestigious. Entitled "Admissions and Retention Problems of Black Students at

Seven Predominantly White Universities", Dr. Smith's study addresses Charter area #8, "to review and identify means to increase access, retention, and graduation of Blacks". Through interviews with Black students, faculty, and administrators, questionnaires, and a review of institutional documents, Dr. Smith investigated the situations at public and private institutions in the East, Midwest, South, and West. He discovered that the conflicting view between what most Black students feel is important for their cultural-emotional development and what the majority of white faculty and administrators feel is good for the entire institution is a source of considerable confusion and tension for Black students. White faculty and administrators admitted that their schools represent alienated atmospheres for Black students and that the administrations are growing tired of socializing young Blacks and now want to recruit only "prep-school" Blacks who are already able to cope with the predominantly white culture found at prestigious schools. Significantly, Dr. Smith found serious racial conflict present at all of the institutions except the one in the South. The underlying cause of this tension is the situation confronting Black students wherein not only are they under the enormous academic pressure facing all students but also they must overcome a racial dichotomy of perceived inferiority on the one hand, and a loss of individuality as symbols of the race, on the other.

In anticipation of the situation highlighted by Dr. Smith, the Committee authorized Dr. Raymond Hall, Associate Professor of Sociology at Dartmouth College, to conduct a study reviewing intervention programs at predominantly white and Black colleges, Charter area #2. Dr. Hall's report, "Black Students in Higher Education", will analyze

successful programs, sensitive to the needs of Black students, at twelve schools through the use of a survey instrument to evaluate these programs and through interviews with key personnel. To date, the contract has not been completed.

The Committee commissioned another study relating to Charter area #2, "special needs", which also covers Charter area #8, the financing of the neediest students. As Director of Educational Services for the Ada S. McKinley Community Services in Chicago, Illinois, Mr. Silas Purnell will bring special insights to his study, "The Problems of Low-Income Students in Higher Education: A Community Perspective". Mr. Purnell is examining the problems encountered by Black students in the financial aid process and will recommend solutions and model programs. He is reviewing admissions and financial aid policies, retention, racism, environmental factors, and other deterrents to Black academic achievement. In a preliminary draft, Mr. Purnell contends that financial aid difficulties are compounded by Government indifference, institutional apathy, and a lack of commitment on the part of Black and white professionals who put Black students in a stressful, no-win situation. The most persistent problem for low-income Blacks is the difficulty in obtaining effective financial aid information, especially at colleges outside their immediate area. Even when this information is available, the packaging of financial aid is most often a mystery to low-income Blacks. As did Dr. Smith, Mr. Purnell found that most predominantly white colleges are not committed to helping Black students but, rather, want Black students to adjust to the institution.

The third area of concern for the Committee's commissioned research focuses on programs, policy, and planning to increase Black participation in higher education. Franklin Moore, Associate Director of Admissions at Princeton University (New Jersey), was charged with the development of specific recommendations on pre-college programs aimed toward increasing access, especially for disadvantaged, low-income Black high school students, Charter areas #2 and #9. Mr. Moore's paper, "Recommendations on Pre-College Programs to Increase Access", is based on an ERIC computer search, a survey of 50 State Education Departments, the identification of privately-funded programs, a telephone survey, and a review of pertinent literature. He found that the vast majority of Black professionals are graduates of HBC's as are those in positions that require a baccalaureate degree. In recent times, however, the "cream of the crop" Black students have been able to attend predominantly white institutions. Despite a number of Federal and privately-funded programs which grew out of the Civil Rights era, Mr. Moore found no programs within the confines of his sample that were designed to increase the numbers of Blacks in professional areas and virtually no planning at the State level to improve the academic preparation of Blacks and minorities in secondary schools.

The Committee commissioned Dr. Elvalee Banks to identify programs currently in use which were designed to improve the status of Blacks in higher education and to analyze monitoring mechanisms at the regional, State, and local levels to see that these policies are carried out, Charter area #7. Entitled "Policies, Practices and Monitoring Systems to Improve the Status of Blacks in Higher Educa-

tion," the report focuses on the monitoring units of State Departments of Education as well as those for four individual institutions in Maryland, Georgia, New York, and California. Dr. Banks, Professor and Chairperson of the Department of Administration and Supervision at the University of the District of Columbia, administered a questionnaire to the heads of the monitoring units and reviewed appropriate literature in order to assess State policies, evaluative techniques and monitoring systems, and institutional involvement. She found that few State agencies maintain a data base on Blacks in higher education and, except for the Adams States, few have monitoring or review procedures. Because there are no established formats for the clear interpretation of data, the absence of formal monitoring procedures in agencies at the institutional, State, and Federal levels means that equal educational opportunity goals will not be realized. The program goals of the four institutions are unclear, and it is difficult to measure the improvement in Black participation. For substantial headway to be made it will be necessary to develop a uniform monitoring system so that the quality of data on the status of Blacks in higher education will be made useful.

In order to obtain a sense of perspective on the planning issue, the Committee contracted with Dr. Joel Nwagbaraocha for a report, "Review of Long-Range Planning in Higher Education." Dr. Nwagbaraocha, Vice-President of University Planning and Operations Analysis and Associate Professor of Education at Morgan State University (Maryland), reviewed the state of the art of existing long-range planning projects and highlighted how Black participation will be affected by projected future trends for the entire higher education community, Charter area #11. He collected data by contacting a number of institutions

and Federal and State agencies with a supplementary review of pertinent literature. Planning in the 1920's-40's was essentially uncoordinated and only became regional in concept between 1945-50 with the development of the National Center for Higher Education Management Systems. In the 1950's, the process began to be characterized by "planning for more" with the emphasis on increased enrollment and tax dollars and by the 1960's had become more systematic. The planning for growth had ended by 1975, however, and the process is now marked by consideration of the downturn in enrollment nationwide along with the tightening of Federal, State and private funds.

For an in-depth review of specific State planning efforts, the Committee called upon Dr. Leonard Haynes, Director, Office for Advancement of Public Negro Colleges, National Association of State Universities and Land-Grant Colleges. Dr. Haynes examined the planning activities of New York, Georgia, California, and Maryland, as well as the Federal Government, with special emphasis on past implementations and future proposals, Charter area #7. In his report, "An Examination of the Planning Efforts of Selected States and the Federal Government to Improve the Status of Blacks in Higher Education," Dr. Haynes interviewed the chief planning personnel in the four States which were chosen because they best represent a broad-based commitment to higher education. His comparative analysis enabled him to propose an idealized planning system support. Significantly, Dr. Haynes found that the focus of educational policy has not improved the status of Blacks since increased access and completion rates have not been accomplished through planning processes. In

California, efforts have not been consistent and moreover, recent developments coupled with the diminished visibility of Blacks portend a gloomy outlook for increased Black participation. In Georgia and Maryland what planning that has been formulated has been largely the result of the Adams litigation. Only in New York, because of a strong planning authority, have efforts to improve Black status been effective. Most distressing is the emergence of a new environment in which rising educational costs and competition from other interests may spell an end to future advances for Blacks.

Since planning and policy development are equal components in the formulation of a national strategy for higher education, the Committee authorized Dr. John Griffin to conduct a study examining the involvement of Blacks in research and policy-making in major private associations, foundations, and agencies, Charter area #6. Dr. Griffin, former Executive Director of the Southern Education Foundation in Atlanta, selected three foundations, three associations, and three agencies and gathered data through questionnaires and personal interviews. His project, "Participation of Blacks in Research and Policy Development Affecting Higher Education in Selected Institutes, Associations, and Foundations," reveals that research is not basic to the development of policy for higher education, as had been assumed. Rather, policy-making is developed through the knowledge and opinions of staff and the organization's constituency along with information resulting from consultations with other groups. What research that is done has little Black input, and this may account for the fact that research about Blacks in higher education conforms to reporting purposes in that it focuses on numbers rather than on more subtle and difficult issues. Although only 5 to 10 percent of approxi-

mately 865 foundations have Blacks in decision-making roles, Dr. Griffin found that Blacks do participate in policy development as it is actually carried out and that in cases where policy affecting Blacks is made by white staffs, decisions are often submitted to Black advisory committees for validation. The report includes recommendations that private efforts to improve the quality of data be continued and that awareness and sensitivity not be confused.

In a report published by the Committee in December of 1979, Dr. Stephen Wright continued the investigation of the utilization of Black research potential. Entitled "The Black Educational Policy Researcher: An Untapped National Resource," the report suggests effective ways to stimulate more scholarship and research by Blacks on educational policy relating to the needs of Blacks, Charter area #5. Dr. Wright, former Vice President of the College Entrance Examination Board and former President of Fisk University and the United Negro College Fund, questioned 40 knowledgeable Black educators and social scientists on the paucity of Black researchers and possible remedies. Dr. Wright found that the great majority of studies affecting Blacks have been conducted by whites and, except for the Institute for the Study of Educational Policy, the situation has changed very little over the years. Because Black researchers bring very different perspectives and more sensitive backgrounds to the research effort, it is imperative for Blacks to participate in the solution of educational problems that affect them. According to Dr. Wright, nothing substantial is likely to happen in this area until there is a genuine commitment on the part of Black leadership to provide the necessary initiative along with foundation and Federal support.

The last study currently under contract by the Committee is "Corporate Support and the Financing of Black Higher Education and Black Colleges." In order to analyze funding policies that have influenced the growth of Black colleges, Dr. Barbara Powell, Assistant to the Vice President for Government and Community Affairs at Harvard University, described the involvement of seven major corporate entities in the support of Black higher education and Black colleges. Additionally, Dr. Powell reviewed Federal support for direct institutional aid through Title III of the Higher Education Act and indirect aid through student assistance in Title IV, Charter areas #6 and 8. Dr. Powell's findings are similar to those of Dr. Griffin's in that her analysis revealed no specific corporate policy toward Black higher education but a recognition of Black colleges as beneficiaries of actual giving practices. Philanthropy represents the oldest source of support for Black higher education. Based on Dr. Powell's study it is estimated that roughly 15 to 17 percent of total corporate contributions to education are targeted toward Blacks and other minorities. Because the amount of funds contributed is dependent on individual requests, it is vital that information on resources be widely disseminated. With regard to Federal funding, Dr. Powell found that without direct aid from Title III, many of the private Black colleges would likely be forced to close. Since 1972, however, Federal funding for higher education has shifted to indirect financial support through student assistance and in 1976, more than 80 percent of the students in private Black colleges were receiving some combination of financial aid.

PLAN OF ACTION

Early in 1978 the Committee adopted a conceptual framework for accomplishing its goals and objectives. Priorities were set, and a timetable was established contingent upon extension of its Charter and receipt of requested financial and staff resources. Although the Committee was extended through renewal of the Charter, personnel and financial resources were not granted until a later date. Hence, the Committee had to review its timetable, eliminate some of the planned reports, and limit the depth and analysis of studies it had planned to undertake.

The Plan of Action lays out five major goals which incorporate the twelve areas of the Committee's Charter. The first four goals, and their corresponding objectives, will result in interim reports which will provide the background to "support the deliberations of the Committee, as well as the postulation of sound recommendations regarding Federal policy considerations..."* The fifth goal encompasses two objectives. First, based on the interim background reports, the Committee plans to develop its recommendations and advice related to the areas in the Charter. Second, it will prepare a long-range plan for increasing the participation of Black Americans in higher education and enhancing the historically Black colleges and universities, as well as mechanisms for evaluating progress based on stated goals and objectives. These efforts will comprise the final report of the Committee and will provide the Secretary of Education with the advice and recommendations regarding all approaches to the higher education of Black Americans as well as the needs of historically Black colleges and universities, as noted in its Charter. The fifth and sixth objectives, out of necessity, constitute the fifth priority since the first four goals/objectives must be reached before the fifth goal can be completed.

*March 3, 1978 Memorandum from Nolen M. Ellison to the Members of the National Advisory Committee; Subject: "Proposed 1978 Work Plan Discussion Paper."

These goals and their corresponding objectives follow.

GOAL I. Access (Increasing Participation)

- A. Review and identification of the several courses of action necessary to raise substantially the participation of Blacks in all forms of productive postsecondary education. (Charter area #1)
- B. Developing recommendations relative to creative alternative ways of increasing the numbers of Blacks entering and completing graduate and professional degree programs. (Charter area #10)

Objective No. 1

To complete the analysis of and prepare a report with recommendations on the problems of access to higher education related to Black American participation.

GOAL II. Opportunities for Success (Quality Improvements)

- A. Developing recommendations related to program alternatives which are sensitive and responsive to the special needs, requirements and aspirations of Black youths. (Charter area #2)
- B. Review and identification of means to increase access, retention and graduation of Blacks from institutions of higher education at the graduate, undergraduate and professional school levels. (Charter area #9)

Objective No. 2

To complete the analysis of and prepare a report with recommendations on current programs supported by the Federal Government which are intended to assure successful experiences of Black students in institutions of higher education.

GOAL III. Opportunity/Options (Institutional Diversity)

- A. Make recommendations related to the analysis of and planning for the future role and healthy development of the historically Black colleges and their relationship to expanding the number of Blacks enrolled in higher education nationally and regionally. (Charter area #3)
- B. Make recommendations related to the development of approaches to the financing of the neediest students and the institutions with the heaviest concentration of Blacks. (Charter area #8)

Objective No. 3

To analyze issues related to diversity in American higher education with specific focus on the uniqueness of America's historically Black colleges with recommendations requiring National and State actions.

GOAL IV. National Program Objectives and System Supports

Make recommendations regarding:

- A. the development of a research system base capable of supporting ongoing inquiry in the area of equity, the expansion of existing research, and the commissioning of original empirical research on topics germane to the Advisory Committee's charge. (Charter area #4)
- B. the stimulation and encouragement of more scholarship and research by Blacks on questions of public policy relating to the educational needs of Blacks and the promotion of these results at the Federal, regional and State levels. (Charter area #5)
- C. the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of Blacks in higher education. (Charter area #6)

- D. the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for Blacks and improve access for larger numbers of Blacks in higher education. (Charter area #7)
- E. the assessment of the resultant implementation of policy decisions and recommendations. (Charter area #12)

Objective No. 4

To analyze the current gaps in the Nation's planning, research and evaluation support systems related to ongoing support of sound national programming and public policy decision-making related to Black Americans in higher education and Black college needs.

GOAL V. Development of a 25-Year Plan Related to Improvement of the Opportunities for Blacks in Higher Education and the Condition of Black Higher Education

The analytical work considered by the Committee, as well as the policy recommendations, will contribute to the development of a 25-Year Plan of Advancement for increasing the quality of Black higher education and the numbers of Blacks able to participate successfully in institutions of higher learning and in the broader American Society. (Charter area #11)

Objective No. 5

To prepare such analytical reports, recommendations and periodic reports capable of satisfying the achievement of the stated goals and objectives established for the Committee.

Objective No. 6

To prepare a preliminary framework for the 25-Year Plan designed to assure full participation and success of institutions serving the needs of Black Americans.

RECOMMENDATIONS

The Committee's Charter requires submission of an annual report. However, it also states that "Nothing herein shall be interpreted as precluding intermittent special reports and recommendations throughout the year." Thus, in addition to the recommendations contained in its published reports the Committee made a number of other recommendations in correspondence to appropriate Department officials.

In 1979, a number of issues surfaced which stimulated the Committee to forward recommendations forthwith because of their potential impact on Blacks in higher education and/or the historically Black colleges and universities. The bulk of these recommendations related to the still pending reauthorization of the Higher Education Act of 1965 or to the proposed Federal Education Department. However, a number of the recommendations had to do with securing the necessary personnel and financial resources required by the Committee to carry out its mandate as stated in the Charter.

Beyond the issues related to the Committee's resources, the following summary is provided of letters of recommendation forwarded during 1979. The full text of each of these letters, along with other pertinent correspondence and replies, appears in Appendix G.

<u>Date</u>	<u>To</u>	<u>Subject</u>
04/18/79	Honorable Joseph Califano, Jr. Dr. Mary F. Berry Dr. Ernest L. Boyer	Reauthorization recommendation for Student Financial Assistance, Graduate and Professional Opportunity Program, TRIO, and Developing Institutions Programs. The Committee recommendations stressed that the new legislative proposals and regulations should support rather than slow progress toward equal educational opportunity.

<u>Date</u>	<u>To</u>	<u>Subject</u>
06/15/79	Honorable Joseph Califano, Jr. Dr. Mary F. Berry Dr. Ernest L. Boyer	Letter transmitting the Committee's report, <u>Access of Black Americans to Higher Education: How Open is the Door?</u> , which documents the quality of the participation of Blacks in higher education and cites the barriers to their full participation. The report also offers recommendations for actions in focused areas for increasing and enhancing their access and participation.
06/19/79	Honorable Joseph Califano, Jr. Dr. Mary F. Berry Dr. Ernest L. Boyer	Letter transmitting resolution passed unanimously by the Committee at Tuskegee Institute, Alabama on June 4, 1979, recommending that Title III of the Higher Education Act be made explicitly for the benefit of Black colleges and universities.
06/30/79	Honorable Walter Mondale President of the Senate Honorable Thomas P. O'Neill, Jr. Speaker of the House of Representatives Honorable Joseph Califano, Jr. Dr. Mary F. Berry Dr. Ernest L. Boyer	Letters of transmittal accompanying the Committee's <u>Second Annual Report</u> , which details briefly some of the major issues the Committee addressed during calendar year 1978.
08/30/79	Honorable Patricia R. Harris	Letter congratulating Ms. Harris on her appointment as Secretary of the Department of Health, Education, and Welfare and asking that the Advisory Committee be extended beyond December 22, 1979.
09/10/79	Honorable Patricia R. Harris Dr. Mary F. Berry Commissioner of Education	Letter transmitting the Committee's report, <u>Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education</u> , which underscores the past and present role of historically Black colleges and universities and offers recommendations for support and enhancement of these institutions.
09/26/79	Dr. Mary F. Berry	Response to questions posed by Dr. Berry during her visit at the September meeting of the Committee with reference to the future of education advisory committees in general and to the future of this Committee in particular.

<u>Date</u>	<u>To</u>	<u>Subject</u>
11/01/79	Honorable Patricia R. Harris Dr. Mary F. Berry	Letter transmitting the Committee's report, <u>The Black Educational Policy Researcher: An Untapped National Resource</u> , which sets forth reasons for the paucity of research and scholarship by Blacks on the problems of Blacks, recommends remedies, and suggests ways and means for disseminating the results at the local, State and Federal levels.
11/05/79	Dr. Mary F. Berry	Position paper expressing Committee's viewpoints on unresolved issues relating to the reauthorization of the Higher Education Act pending in the Congress.
11/05/79	Dr. Mary F. Berry	Recommended that there be an Office of Policy Analysis and Development related to the Education of Black Americans within the new Education Department.

While the Committee did not receive formal responses to each of the recommendations* proffered, there is every indication that they were considered, not only by the Department of Health, Education, and Welfare, but by the wider community as well. Testimony before Congressional committees and speeches by high level Federal officials relied heavily on analyses developed by the National Advisory Committee on Black Higher Education and Black Colleges and Universities. Further, several actions occurred which reflected the Committee's impact on the issues raised.

In response to the Committee's resolution that Title III of the Higher Education Act explicitly benefit Black colleges and universities, then HEW Secretary Joseph Califano, Jr., instructed all operating units of HEW to broaden their financial support to Black institutions, particularly in minimally funded programs. In addition, he pointed out that the HEW agencies were increasing

*See Appendix G-2 for copies of correspondence responding to Committee's recommendations.

technical assistance to black institutions in order to strengthen their ability to manage Federal funds. And he expressed the view that the new Title III regulations, which emphasize the Federal Government's commitment to low-income and minority students by providing support to the institutions that serve them, are a major step toward implementing the Committee's resolution.

In addition, the Committee secured a waiver of the May 31, 1979 deadline for the award of contract work, in recognition of the continuing staff burdens and time constraints under which the Committee operated.

Finally, in December 1979, then HEW Secretary Patricia Roberts Harris extended the life of the Committee through June 30, 1980, in recognition of its valuable contributions to the public interest and to the performance of duties imposed on the Department by law.

APPENDIXES

APPENDIX A

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established in December 1976 to examine all approaches to the higher education of Black Americans as well as the historically Black colleges and Universities and then to make recommendations to the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education in 12 specific areas.

Although the Committee was established in December 1976, the Notice of Establishment was not published in the Federal Register until June 21, 1977, and the initial meeting was held in September 1977, nine months after it was established for a period of two years.

As required by its Charter, the membership consists of members knowledgeable about the higher education of Blacks, the historically Black colleges and universities, and the economic, educational, societal, and political realities in which public policy is made.

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*Mrs. Cecile M. Springer was appointed March 1979.

APPENDIX B

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Support Staff

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*Pamela Marshall
*Jacqueline Meadows
*Mary L. Nails
*Jo Ann Phillips
*Charlotte Thompson
*Richard E. Weise

Consultant (Editing)
Susan Coughlin

* These persons are no longer on the Committee staff.



APPENDIX C

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

CHARTER

NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

PURPOSE

The Secretary is responsible for the administration of various higher education and civil rights programs mandated by statutes as these affect the general population. Administration of these programs involves a setting of priorities and an understanding of interlocking social, political, and economic complexities affecting black Americans. The Secretary requires the advice and recommendations of persons knowledgeable of the impact of the mandated programs on the higher education of black Americans in order to fulfill his responsibilities under statutes effectively.

AUTHORITY

20 USC 1233a.

This Committee is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247 as amended; 20 U.S.C. 1233 et seq.) and the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C. Appendix I) which set forth standards for the formation and use of advisory committees.

FUNCTIONS

The Committee advises the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education. The Committee shall examine all approaches to higher education of black Americans as well as the needs of historically black colleges and universities and in particular shall advise and make recommendations in these areas:

- (1) in the identification of the several courses of action to raise substantially the participation of blacks in all forms of productive postsecondary education;
- (2) in the development of alternatives sensitive to the special needs, deprivations, and aspirations of black youths;
- (3) in the analysis of and planning for the future role and healthy development of the historically black colleges and their relationship to expanding the numbers of blacks enrolled in higher education nationally and regionally;
- (4) in the development of a research base to support the definition of equity, the expansion of existing research, and the commissioning of original empirical research;

- (5) in the stimulation and encouragement of more scholarship and research by blacks on questions of public policy relating to the educational needs of blacks and the promotion of these results at the Federal, regional, and State levels;
- (6) in the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of blacks in higher education;
- (7) in the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for blacks and improve access for larger numbers of blacks in higher education;
- (8) in the development of approaches to the financing of the neediest students and the institutions with the heaviest concentrations of blacks;
- (9) in the development of means to increase access, retention, and graduation of blacks from institutions of higher education;
- (10) in the development of alternative ways of increasing the numbers of blacks entering and completing graduate and professional degree programs;
- (11) in recommending a twenty-five year plan for increasing the quality of black higher education and the numbers of black Americans able to participate more fully in American society because they have successfully completed such education;
- (12) in the assessment of the resultant implementation of policy decisions and recommendations.

STRUCTURE

The Committee shall consist of fifteen (15) members appointed by the Secretary for terms not to exceed three (3) years. The Secretary shall designate one of the fifteen (15) members as the Chairperson. Members shall be persons who are knowledgeable about the higher education of blacks, the historically black colleges and universities, and/or the economic, educational, societal, and political realities in which public policy is made. At least five of the fifteen members of the Committee shall be presidents of black colleges and at least one member shall be from the business sector.

Management and staff services shall be provided by the Delegate to the Committee appointed by the Deputy Commissioner for Higher and Continuing Education.

MEETINGS

The Committee shall meet not less than four times each year with the advance approval of the Commissioner or his designee. The Commissioner or his designee shall approve the agenda for each meeting. Meetings shall be open to the public except as may be determined otherwise by the Commissioner. Public notice shall be made of all Committee meetings. A Federal official shall be present at all meetings. Meetings shall be conducted, and records of proceedings kept, as required by applicable laws and Department regulations.

COMPENSATION

Members of the Committee who are not full-time employees of the Federal Government shall be entitled to receive compensation at a rate of \$100 per day, plus per diem and travel expenses in accordance with Federal Travel Regulations.

ANNUAL COST ESTIMATES

Estimated total annual cost for operating the Committee, including compensation and travel expenses for members and consultant services and research, but excluding staff support is \$60,000. Estimated person-years of staff support is five at an annual cost of \$75,000.

REPORTS

The Committee shall submit to the Congress on or before June 30 of each year an annual report which shall contain as a minimum a list of the names and business addresses of the Committee members, a list of the dates and places of the meetings, the functions of the Committee, and a summary of Committee activities and recommendations made during the year. Such report shall be transmitted with the Commissioner's annual report to Congress.

A copy of the annual report shall be provided to the Department and Office of Education Committee Management Officers.

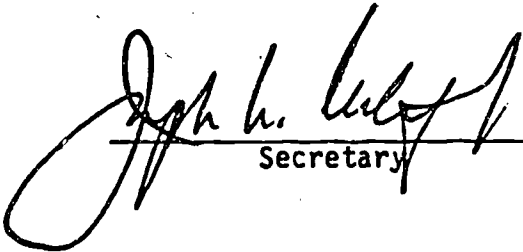
Nothing herein shall be interpreted as precluding intermittent special reports and recommendations throughout the year.

DURATION

Unless renewed by appropriate action prior to its expiration, the National Advisory Committee on Black Higher Education and Black Colleges and Universities shall terminate December 22, 1979.

APPROVED:

DEC 7 1978
Date


Secretary

U. S. GOVERNMENT PRINTING OFFICE : 1980 620-670/759

APPENDIX D

100 Historically Black Colleges and Universities which were still predominantly Black as of Fall 1978, by State*

	<u>Level/Highest Offering</u> <u>1/</u>	<u>Control</u>
<u>Northeast</u>		
Pennsylvania (2)		
Cheyney State College, Cheyney 19319	M	Public
Lincoln University, Lincoln University 19352	M	Public
<u>North Central</u>		
Ohio (2)		
Central State University, Wilberforce 45384	B	Public
Wilberforce University, Wilberforce 45384	B	Private
<u>South</u>		
Alabama (12)		
Alabama A&M University, Normal 35762	M+	Public
Alabama Lutheran Academy and College, ^{2/} Selma 36701	2	Private
Alabama State University, Montgomery 36101	M+	Public
Lawson State Community College, Birmingham 35221	2	Public
Lomax-Hannon Junior College, Greenville 36037	2	Private
Miles College, Birmingham 35208	B	Private
Oakwood College, Huntsville 35806	B	Private
S.D. Bishop State Junior College, Mobile 36603	2	Public
Selma University, ^{2/} Selma 36701	B	Private
Stillman College, Tuscaloosa 35401	B	Private
Talladega College, Talladega 35160	B	Private
Tuskegee Institute, Tuskegee Institute 36088	M,P	Private
Arkansas (4)		
Arkansas Baptist College, ^{2/} Little Rock 72202	B	Private
Philander Smith College, Little Rock 72203	B	Private
Shorter College, Little Rock 72114	2	Private
University of Arkansas at Pine Bluff, Pine Bluff 71601	B	Public
Delaware		
Delaware State College, Dover 19901	B	Public

SOUTH (Con't)

District of Columbia (1)

Howard University, Washington, D.C. 20059	P,D	Private
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Florida (4)

Bethune-Cookman College, Daytona Beach 32015	B	Private
Edward Waters College, Jacksonville 32209	B	Private
Florida A&M University, Tallahassee 32307	M	Public
Florida Memorial College, Miami 33054	B	Private

Georgia (10)

Albany State College, Albany 31705	B	Public
Atlanta University, Atlanta 30314	D	Private
Clark College, Atlanta 30314	B	Private
Fort Valley State College, Fort Valley 31030	M	Public
Interdenominational Theological Center, Atlanta 30314	P,D	Private
Morehouse College, Atlanta 30314	B	Private
Morris Brown College, Atlanta 30314	B	Private
Paine College, Augusta 30901	B	Private
Savannah State College, Savannah 31404	M	Public
Spelman College, Atlanta 30314	B	Private

Kentucky (1)

Kentucky State University, Frankfort 40601	M	Public
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Louisiana (6)

Dillard University, New Orleans 70122	B	Private
Grambling State University, Grambling 71245	M	Public
Southern University A&M College, Baton Rouge 70813	M,P	Public
Southern University in New Orleans, New Orleans 70126	B	Public
Southern University Shreveport-Bossier, Community Campus, Shreveport, 71107	2	Public
Xavier University of Louisiana, New Orleans 70125	M	Private

Maryland (4)

Bowie State College, Bowie 20715	M	Public
Coppin State College, Baltimore 21216	M	Public
Morgan State University, Baltimore 21239	D	Public
University of Maryland-Eastern Shore, Princess Ann 21853	M	Public

SOUTH (Con't)

Mississippi (11)

Alcorn State University, Lorman 39096	M	Public
Coahoma Junior College, Clarksdale 38614	2	Public
Jackson State University, Jackson 39217	M+	Public
Mary Holmes College, West Point 39773	2	Private
Mississippi Industrial College, ^{2/} Holly Springs 38635	B	Private
Mississippi Valley State University, Itta Bena 38941	M	Public
Natchez Junior College, Natchez 39120 ^{3/}	2	Private
Prentiss Normal and Industrial Institute, Prentiss 39474	2	Private
Rust College, Holly Springs 38635	B	Private
Tougaloo College, Tougaloo 39174	B	Private
Utica Junior College, Utica 39175	2	Public

North Carolina (11)

Barber-Scotia College, Concord 28025	B	Private
Bennett College, Columbia 27420	B	Private
Elizabeth City State University, Elizabeth City 27909	B	Public
Fayetteville State University, Fayetteville 28301	B	Public
Johnson C. Smith University, Charlotte 28216	B	Private
Livingstone College, Salisbury 28144	B,P	Private
North Carolina A&T State University, Greensboro 27411	M+	Public
North Carolina Central University, Durham 27707	M,P	Public
Shaw University, Raleigh 27611	B	Private
St. Augustine's College, Raleigh 27611	B	Private
Winston-Salem State University, Winston Salem 27102	B	Public

Oklahoma (1)

Langston University, Langston 73050	B	Public
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South Carolina (8)

Allen University, Columbia 29204	B	Private
Benedict College, Columbia 29204	B	Private
Claflin College, Orangeburg 29115	B	Private
Clinton Junior College ^{2/} /Rock Hill 29730	2	Private
Friendship Junior College ^{3/} /Rock Hill 29730	2	Private
Morris College, Sumter 29150	B	Private
South Carolina State College, Orangeburg 29117	M	Public
Voorhees College, Denmark 29042	B	Private

SOUTH (Con't)

Tennessee (7)

Fisk University, Nashville 37203	M	Private
Knoxville College, Knoxville 37921	B	Private
Lane College, Jackson 38301	B	Private
LeMoyne Owen College, Memphis 38126	B	Private
Meharry Medical College, Nashville 37208	P,D	Private
Morristown College, Morristown 37814	2	Private
Tennessee State University, Nashville 37203	M+	Public

Texas (9)

Bishop College, Dallas 75241	B	Private
Huston-Tillotson College, Austin 78702	B	Private
Jarvis Christian College, Hawkins 75765	B	Private
Paul Quinn College, Waco 76704	B	Private
Prairie View A&M University, Prairie View 77445	M+	Public
Southwestern Christian College, Terrell 75160	2	Private
Texas College, Tyler 75702	B	Private
Texas Southern University, Houston 77004	P,D	Public
Wiley College, Marshall 75670	B	Private

Virginia (6)

Hampton Institute, Hampton 23668	M	Private
Norfolk State College, Norfolk 23504	M	Public
St. Paul's College, Lawrenceville 23868	B	Private
Virginia College, Lynchburg 24501	2	Private
Virginia State College, Petersburg 23803	M	Public
Virginia Union University, Richmond 23220	P	Private

WEST

None

1/ Level/Highest Offering:

2 = 2 but less than 4 years
 B = 4 or 5 years Baccalaureate
 P = First Professional
 M = Master's
 M+ = Master's
 D = Doctorate

2/ Pre-accredited

3/ Neither accredited nor a candidate

* This listing of HBC's only includes those institutions that were still predominantly Black in fall 1978 and for which data are available for inclusion in the Committee's reports. Therefore, the list does not include Simmons University/Bible College (KY) for which no data are available; and Bluefield State College (WV), West Virginia State College (WV) and Lincoln University (MO) which are historically Black institutions but are currently (as of Fall 1978) predominantly white. Daniel Payne College (AL) and D.C. Teacher's College (WDC) were shown on earlier lists but are omitted here-the former has closed and the latter has been incorporated within the University of the District of Columbia.

APPENDIX E

A Listing of Newer Predominantly Black Colleges (NPBC's) from the National Advisory Committee on Black Higher Education Black Colleges and Universities

This is the most current listing of newer predominantly Black colleges (NPBC's) available. It is based on Fall 1978 enrollment figures. Both the total and full-time enrollments at the schools listed were over 50% Black, thus qualifying it as an NPBC based on criteria set forth by the Committee.

The previous listing released by the Committee was based on Fall 1976 enrollment data. Five of the institutions in the 1976 list were deleted (3 have either closed or currently enroll no students; the other 2 are still open but currently are predominantly white). Twenty-four institutions have been added and the University of the District of Columbia was formed through a 1977 merger of Washington Technical Institute, Federal City College, and D.C. Teacher's College.

NEWER PREDOMINANTLY BLACK COLLEGES (NPBC's)
(as of Fall, 1978)

REGION

NAME OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT
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NORTHEAST

Massachusetts (1) Roxbury Community College ^{1/}	Roxbury 02119	2	Public	58.8	57.4
New Jersey (1) Essex County College	Newark 07102	2	Public	70.1	71.0
New York (8) City University of New York Manhattan Community College Bronx Community College Medgar Evers York College	New York City 10019 Bronx 10453 Brooklyn 11225 Jamaica 11451	2 2 4 4	Public Public Public Public	52.3 52.1 87.0 56.1	53.4 51.3 87.0 54.3
College for Human Services Interboro Institute Taylor Business Institute Wadsworth Hall Seminary College	New York City 10014 New York City 10003 New York City 10036 Ogdensburg 13669	2 2 2 4	Private Proprietary Proprietary Private	64.6 50.8 51.0 88.0	64.6 50.8 51.0 88.0

Pennsylvania (1).

Community College of Philadelphia	Philadelphia 19107	2	Public	61.6	61.3
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MID-CENTRAL

Illinois (10)

Central YMCA Community College	Chicago 60606	2	Private	69.0	71.9
Chicago Conservatory College	Chicago 60605	M	Private	58.2	57.9
Chicago State University	Chicago 60628	M	Public	74.2	84.2
City Colleges of Chicago Kennedy-King Loop Malcolm X Olive-Harvey	Chicago 60621 Chicago 60601 Chicago 60612 Chicago 60628	2 2 2 2	Public Public Public Public	97.8 64.1 89.9 93.4	98.2 73.1 91.6 93.2

NEWER PREDOMINANTLY BLACK COLLEGES (NPBC's)
(as of Fall, 1978)

REGION	NAME OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT
CENTRAL (con't)						
Illinois (con't)						
	Daniel Hale Williams University ^{1/}	Chicago 60644	4	Private	96.6	98.1
	National College of Education, Urban Campus	Chicago 60603	M	Private	60.6	61.3
	State Community College	East St. Louis 62201	2	Public	95.2	97.2
Kansas (1)						
	Donnelly College	Kansas City 66102	2	Private	54.6	55.7
Michigan (4)						
	Highland Park Community College	Highland Park 48263	2	Public	94.1	94.6
	Lewis Business College	Detroit 48235	2	Private	87.3	86.9
	Shaw College at Detroit ^{1/}	Detroit 48202	4	Private	99.3	99.4
	Wayne County Community College	Detroit 48201	2	Public	63.4	74.0
Missouri (3)						
	Harris Stowe College	St. Louis 63103	4	Public	75.1	78.6
	Pioneer Community College ^{1/}	Kansas City 64111	2	Public	66.0	59.3
	St. Louis Community College, Forest Park	St. Louis 63110	2	Public	54.0	57.7
Ohio (2)						
	Cuyahoga Community College, Metro Campus	Cleveland 44115	2	Public	60.1	66.6
	Payne Theological Seminary ^{1/}	Wilberforce 45384	P	Private	87.0	85.0

NEWER PREDOMINANTLY BLACK COLLEGES (NPBC's)
(as of Fall, 1978)

REGION

OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT
H					
Alabama (3)					
Booker T. Washington Business College ^{1/}	Birmingham 35203	2	Proprietary	100.0	100.0
Southern Business College ^{1/}	Birmingham 35203	2	Proprietary	69.9	70.0
Southern Vocational College ^{2/}	Tuskegee 36083	2	Private	96.4	96.5
Kansas (1)					
Capitol City Business College ^{1/}	Little Rock 72204	2	Proprietary	53.6	54.6
District of Columbia (2)					
Strayer College ^{1/}	Washington, D.C. 20005	4	Proprietary	72.8	74.0
University of the District of Columbia	Washington, D.C. 20008	M	Public	84.4	84.6
Georgia (1)					
Atlanta Junior College	Atlanta 30310	2	Private	87.5	87.6
Maryland (1)					
Community College of Baltimore	Baltimore 21215	2	Public	78.0	80.7
Mississippi (1)					
Ministerial Institute and College ^{2/}	West Point 39773	2	Private	100.0	100.0
North Carolina (7)					
Durham College ^{1/}	Durham 27707	2	Private	100.0	100.0
Hamilton College	Charlotte 28202	2	Proprietary	67.5	68.2
Jefferson College	Greensboro 27420	2	Proprietary	60.5	61.1
Kings College-Raleigh	Raleigh 27601	2	Private	52.6	53.3
Lafayette College	Fayetteville 28301	2	Proprietary	59.3	58.7
Roanoke-Chowan Technical Institute	Ahoskie 27910	2	Public	61.0	65.7
Vance-Granville Community College	Henderson 27536	2	Public	50.4	56.0
North Carolina (5)					
Beaufort Technical Education Center ^{1/}	Beaufort 29902	2	Public	51.6	54.7

NEWER PREDOMINANTLY BLACK COLLEGES (NPBC's)
(as of Fall, 1978)

ON

NAME OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT
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TH (con't)

South Carolina (Con't)

Columbia Commercial College	Columbia 29201	2	Proprietary	65.5	93.1
Denmark Technical Education Center ^{1/}	Denmark 29042	2	Public	95.0	94.9
Rice College	North Charleston	2	Proprietary	59.3	55.0
Williamsburg Technical Education Center	Kingstree 29556	2	Public	61.7	63.7

Tennessee (4)

American Baptist Theological Seminary	Nashville 37207	4	Private	84.0	82.6
Draughon's College	Memphis 38116	2	Proprietary	54.5	55.2
Draughon's Junior College of Business	Nashville 37919	2	Proprietary	60.2	62.8
Shelby State Community College	Memphis 38104	2	Public	64.1	81.4

California (3)

Compton Community College	Compton 90221	2	Public	76.9	69.6
Los Angeles Southwest College	Los Angeles 90047	2	Public	95.9	93.7
Los Angeles Trade-Technical College	Los Angeles 90015	2	Public	53.8	55.6

ING AREAS

Virgin Islands (1)

College of the Virgin Islands	St. Thomas 00801	M	Public	74.9	60.4
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-accredited

ther accredited nor a candidate.

6

APPENDIX F

COMMISSIONED RESEARCH -- NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

December, 1979

RESEARCHER	TITLE OF PROJECT	DUE DATE	FINAL REPORT REC'D	COST
Dr. ElvaLee Banks	"Analysis of Evaluation and monitoring Techniques, Policies and Practices in use for Determining Improvement in the Status of Blacks in Higher Education"	09/15/79	3/25/80	\$9,995.00
Ms. Leneta Gaines	"Historically Black Colleges and Universities: The State of the Art"	10/01/79	11/23/79	\$4,200.00
Dr. John A. Griffin	"The Participation of Blacks in Research and Policy Development Affecting Higher Education in Selected Institutes, Associations, and Foundations"	10/15/79	11/23/79	\$9,995.00
Dr. Raymond Hall	"Black Students in Higher Education"	07/01/79		\$9,266.00
Dr. Leonard Haynes	"A Proposal to Examine and Analyze the Plans of Selected States and the Federal Government to Improve the Status of Blacks in Higher Education"	09/28/79	5/13/80	\$9,268.00
Dr. Faustine Jones	"The Impact of Neoconservatism on Black Colleges, and on Blacks in Higher Education"	09/15/79	10/11/79	\$2, 030.00
	"Systemic Problems Affecting the Participation of Blacks in Higher Education"	10/12/79	12/03/79	\$3, 075.00
Dr. Barbara Love	"A Report on the Status of Blacks in Higher Education"	7/31/79	12/21/79	\$9,955.00
Mr. Franklin Moore	"Recommendations on Pre-College Programs to Increase Access"	07/02/79	10/23/79	\$4,994.00
Dr. Joel Nwagbaraocha	"Review of Long Range Planning in Higher Education"	10/15/79	11/06/79	\$4,448.80
Mr. Alex Poinsett	"Popular Rewrite of Report- Access: Increasing the Participation of Black Americans in Higher Education"	01/29/79	02/02/79	\$2,500.00
Mrs. Mary Roper	"Development of a Profile of Current Thinking in Higher Education Equity"	08/22/79	12/14/79	\$1,075.00
Mr. David Ruffin	"The Status of Blacks In Graduate and Professional Education"	10/15/79	11/13/79	\$3,420.00
Dr. Donald Smith	"Admissions and Retention Problems of Black Students at Seven Predominantly White Universities"	07/31/79	11/15/79	\$5,600.00
Dr. Stephen Wright	"The Black Educational Policy Researcher: An Untapped National Resource"	07/01/79	07/11/79	\$2,642.00

Dr. Barbara Powell	" Policy and Its Development-An Examination of the Involvement of Private Corporates entities in Philanthropy to Black Higher Education and Black Colleges"	04/30/80	06/09/80	\$4,000.00
Mr. Silas Purnell	"The Problems of Low-Income Black Students in Higher Education: A Community Perspective"	04/30/80		\$2,040.00

Grand Total \$ 88,503.80

APPENDIX G-1

Correspondence from Committee or Staff
to HEW Secretary, Commissioner of Education, etc.

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

TO : DR. ERNEST L. BOYER
COMMISSIONER OF EDUCATION

DATE: JAN 23 1979

THRU : DR. ALFRED L. MOYÉ
DEPUTY COMMISSIONER FOR
FROM : HIGHER AND CONTINUING EDUCATION

SUBJECT: PROGRAM DELEGATE, NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER
EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

STATUS REPORT ON COMMITTEE ACTIVITIES

IN RESPONSE TO A REQUEST FROM YOU VIA MS. SANDRA GRAY, I AM FORWARDING YOU A STATUS REPORT ON THE ACTIVITIES OF THE NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES.

MEMBERSHIP

THE CHARTER CALLS FOR A MEMBERSHIP OF 15 PERSONS AND "AT LEAST ONE MEMBER SHALL BE FROM THE BUSINESS SECTOR". MR. ABRAHAM VENABLE OF GENERAL MOTORS, WHO WAS THE ORIGINAL REPRESENTATIVE FROM BUSINESS, RESIGNED ON SEPTEMBER 11, 1978 BECAUSE OF PRESSING DUTIES AT GM. AFTER CONSIDERABLE SEARCH AND CONTACT WITH BLACK COMMUNITY LEADERS, WE SUBMITTED THE NAMES OF TWO BLACK FEMALES (ONE PRINCIPAL, ONE ALTERNATE) ON OCTOBER 12, 1978. TO DATE WE HAVE BEEN UNSUCCESSFUL IN GETTING THIS VACANCY FILLED.

CHARTER

A REVISED CHARTER EXTENDING THE LIFE OF THE COMMITTEE TO DECEMBER 22, 1979, WAS SIGNED BY SECRETARY CALIFANO ON DECEMBER 7, 1978.

MEETINGS

THE COMMITTEE HAS HELD SEVEN REGULAR MEETINGS AND ONE SPECIAL MEETING SINCE ITS INCEPTION. THE SPECIAL MEETING WAS REQUESTED BY YOU AND WAS HELD IN AUGUST 1978. DATES AND LOCATIONS OF ALL MEETINGS ARE:

SEPTEMBER 12-14, 1977
EMBASSY ROW HOTEL
WASHINGTON, D.C.

PAGE 2 - DR. BOYER

NOVEMBER 28-29, 1977
DEMONSTRATION CENTER
ROOM 1134, FOB 6
WASHINGTON, D.C.

FEBRUARY 13-14, 1978
SHOREHAM AMERICANA HOTEL
WASHINGTON, D.C.

APRIL 10-11, 1978
CAPITAL HILTON HOTEL
WASHINGTON, D.C.

JUNE 12-13, 1978
HARAMBEE HOUSE HOTEL
WASHINGTON, D.C.

AUGUST 3-4, 1978
EDUCATION DIVISION CONFERENCE CENTER
ROOM 3000, FOB 6
WASHINGTON, D.C.

SEPTEMBER 11-12, 1978
CLARK COLLEGE
ATLANTA, GEORGIA

DECEMBER 4-5, 1978
HARAMBEE HOUSE HOTEL
WASHINGTON, D.C.

DATES OF FUTURE MEETINGS ARE:

MARCH 5-6, 1979
DILLARD UNIVERSITY
NEW ORLEANS, LA

JUNE 4-5, 1979

SEPTEMBER 10-11, 1979

DECEMBER 17-18, 1979

PAGE 3 - DR. BOYER

THE MEETINGS ARE GENERALLY SO WELL ATTENDED BY GOVERNMENT, COMMUNITY, AND EDUCATIONAL OFFICIALS THAT IT IS NECESSARY TO HOLD THEM IN A NONGOVERNMENT FACILITY IN ORDER TO ACCOMMODATE THE ATTENDEES AND PARTICIPANTS.

THE ATTENDANCE OF THE MEMBERS HAS BEEN EXEMPLARY AND WE HAVE NOT HAD TO CANCEL ANY SESSIONS FOR LACK OF A QUORUM.

PRIOR TO EACH MEETING, A TENTATIVE AGENDA, DRAFT REPORTS, INFORMATION DOCUMENTS, ETC. ARE ASSEMBLED IN AN INFORMATION KIT FOR EACH MEMBER. THESE ARE EITHER MAILED PRIOR TO THE MEETING OR DELIVERED TO EACH MEMBER'S HOTEL ROOM THE EVENING PRECEDING THE MEETING.

THE MEETING IN ATLANTA PROVED SO SUCCESSFUL, IN TERMS OF INPUT FROM THE HIGHER EDUCATION COMMUNITY, THAT THE MARCH 5-6, 1979, MEETING IS SCHEDULED TO BE HELD AT DILLARD UNIVERSITY IN NEW ORLEANS, LA.

THE STAFF MAINTAINS A FILE OF OVER 300 INDIVIDUALS AND ORGANIZATIONS WHICH HAVE REQUESTED ADVANCE NOTICES OF MEETINGS, COPY OF MINUTES, THE ANNUAL REPORT, AND FUTURE COMMITTEE REPORTS.

COMMITTEE REPORTS

THE COMMITTEE HAS ISSUED ONE FORMAL REPORT, ITS FIRST ANNUAL REPORT, "HIGHER EDUCATION EQUITY: THE CRISIS OF APPEARANCE VERSUS REALITY". IT HAS BEEN WIDELY QUOTED IN PROFESSIONAL AND LAY PUBLICATIONS, AND OUR SUPPLY OF 2,000 COPIES IS ALMOST EXHAUSTED.

A NUMBER OF REPORTS ARE BEING PREPARED BY STAFF AND CONSULTANTS IN RESPONSE TO THE COMMITTEE'S PLAN OF ACTION (PP. 33-38 IN THE ANNUAL REPORT). THESE ARE:

1. WE HOPE TO ISSUE OUR NEXT FORMAL REPORT BY THE END OF MARCH, "ACCESS: INCREASING THE PARTICIPATION OF BLACK AMERICANS IN HIGHER EDUCATION." A SUMMARY, POPULARIZED VERSION OF THIS STUDY IS ALSO BEING PREPARED.
2. "INSTITUTIONAL DIVERSITY AND THE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES" IS BEING PREPARED BY STAFF AND IS BEING REVISED IN ACCORDANCE WITH THE COMMITTEE'S SUGGESTIONS; IT SHOULD BE COMPLETED BY EARLY SUMMER.

3. SEVERAL REPORTS ARE BEING PREPARED BY CONSULTANTS TO FORM THE BASIS FOR COMMITTEE RECOMMENDATIONS ON HOW TO ACHIEVE QUALITY IMPROVEMENTS IN BLACK HIGHER EDUCATION:

BLACKS ON PREDOMINANTLY WHITE CAMPUSES -
DR. DONALD SMITH, BARUCH COLLEGE

EXEMPLARY PROGRAMS FOR BLACKS IN HIGHER EDUCATION -
DR. RAYMOND HALL, DARTMOUTH COLLEGE

4. A PAPER ON THE STIMULATION OF RESEARCH ON BLACK HIGHER EDUCATION BY BLACKS IS BEING PREPARED BY DR. STEPHEN WRIGHT, CONSULTANT, COLLEGE ENTRANCE EXAMINATION BOARD.
5. A STUDY ON THE EVALUATION AND MONITORING OF THE IMPACT ON FEDERAL, REGIONAL, AND STATE EFFORTS TO ACHIEVE EQUALITY ON HIGHER EDUCATION FACULTIES IS BEING PREPARED BY DR. BARBARA LOVE, UNIVERSITY OF MASSACHUSETTS.
6. WE HOPE TO COMMISSION SEVERAL OTHER STUDIES ON BLACKS IN 2-YEAR INSTITUTIONS, THE IMPACT OF NEW TESTING REQUIREMENTS ON BLACKS IN HIGHER EDUCATION, AND PRE-COLLEGE PROGRAMS FOR BLACK HIGH SCHOOL STUDENTS.
7. THE TWENTY-FIVE YEAR PLAN AND OTHER REPORTS WILL PROBABLY BE COMPLETED BY THE STAFF.

RESOURCES

THE STAFF, AS WELL AS THE COMMITTEE, ARE APPRECIATIVE OF YOUR UNDERSTANDING THAT SUFFICIENT RESOURCES ARE REQUIRED TO DO A CREDITABLE JOB WITHIN A SHORT PERIOD OF TIME. THE INCREASED BUDGET (TO \$130,000) AND ADDED STAFF ALLOCATION WILL BE OF ASSISTANCE.

ALTHOUGH THE TRANSFER OF FUNDS WAS HANDLED EXPEDITIOUSLY, WE HAVE EXPERIENCED CONSIDERABLE DELAY IN BRINGING THE STAFF ABOARD. IT TOOK 3½ WEEKS TO ARRANGE A DETAIL, 5 WEEKS TO PROCESS THE PAPERS FOR THE SENIOR STAFF PERSON, WE STILL HAVE NO SECRETARY OR THE BACKUP TYPIST,

PAGE 5 - DR. BOYER

AND THE PAPERS FOR THE THREE PART-TIME STUDENT ASSISTANTS ARE SOMEWHERE IN THE "PIPELINE".

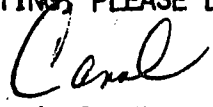
FURTHER, THE PROCESSING OF PURCHASE ORDERS/CONTRACTS FOR THE COMMISSIONED PAPERS AND MEETING SPACE TAKE SO LONG THAT WE HAVE COME NEAR LOSING THE COMMITMENTS. IN A CLIMATE SUCH AS THE ONE IN WHICH WE ARE OPERATING, A WEEK'S DELAY COULD BE TANTAMOUNT TO FAILURE.

OTHER THOUGHTS

1. PERHAPS YOU COULD CONVENE A SHORT MEETING WITH LOIS HARTMAN, FRANK McGETTRICK, MR. PICKMAN, AND ALONG WITH ME, DR. MOYE OR DR. SPEARMAN. WE COULD IMPRESS UPON ALL CONCERNED THE NECESSITY TO MOVE EXPEDITIOUSLY.
2. SINCE THE PRESIDENT HAS ISSUED HIS DIRECTIVE ON BLACK COLLEGES, IT IS IMPERATIVE THAT YOU MOVE SWIFTLY TO THINK IN TERMS OF WHO WILL BE THE SPOKESPERSON IN OE ON BLACK COLLEGES. HOPEFULLY, THAT INDIVIDUAL WILL ALSO BE THE CATALYST FOR CARRYING OUT THE DIRECTIVE WITHIN OE AS WELL.

IT IS MY UNDERSTANDING THAT LOUIS MARTIN AT THE WHITE HOUSE HAS LIMITED STAFF ABILITY. WOULD YOU CONSIDER IT ADVISABLE TO ASK MR. MARTIN IF HE COULD USE SOMEONE KNOWLEDGABLE ABOUT BLACK AFFAIRS FROM MY STAFF ON A SHORT-TERM DETAIL? SUCH A MOVE MIGHT REINFORCE OUR COMMITMENT TO THE PRESIDENTIAL DIRECTIVE.

MS. GRAY STATED THAT YOU MAY WANT AN EARLY MEETING WITH THE COMMITTEE, IF YOU WOULD LIKE TO BE ON THE AGENDA FOR THE MARCH MEETING OR IF YOU WANT ME TO CONVENE ANOTHER CALL MEETING, PLEASE LET ME KNOW.



CAROL J. SMITH

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

TO : Dr. Alfred L. Moyer
Deputy Commissioner for Higher
and Continuing Education
THRU : Dr. Leonard H. O. Spearman
Associate Deputy Commissioner
FROM : Program Delegate, National Advisory Committee on Black
Higher Education and Black Colleges and Universities
SUBJECT: Status of Committee Activities

DATE: April 17, 1979

It occurs to me that it's about time to bring you up to date on the status of our activities and at the same time to alert you to some impending problems.

I. Office Space

The telephones are to be installed today at our new office quarters (1100 17th Street, N.W., Suite 706) and the additional furniture is to be delivered soon thereafter. If all goes well we should be in our new quarters by April 27th. I sincerely hope that it will be no later than this since we must soon publish the notice for our next meeting in the Federal Register, and we must publish the physical location of the Staff.

II. Finances

We estimate that we have already spent, obligated or have immediate plans for \$71,000 of our \$130,000 budget. The balance will be used to commission further research papers, to purchase materials and reports, and for printing. I anticipate that this balance will be sufficient for the remainder of this fiscal year.

I am a bit nervous, however, (as is the Committee) that we will be allotted only one-fourth (1/4) of our "normal" budget of \$50,000 for October - December, 1979. We anticipate a flurry of activities as we attempt to meet the December 21st deadline for wrapping up all Committee reports and recommendations. Now, this brings me to my most serious problem - staff.

III. Personnel

The Committee's staff now stands at thirteen (13) including myself: Three (3) temporary consultants, three (3) college student aides, one (1) temporary secretary, one (1) temporary typist, one (1) full-time typist, one (1) full-time professional aid, one (1) part-time typist/assistant, and one (1) person on detail from BSFA

Page 2 - Committee Activities

PROBLEM - Mrs. Glenda Partee-Scott's appointment ends in August, Mrs. Linda Lambert's appointment ends September 21st; two of the student aide's appointments end in July and September. Mrs. Charlotte Thompson's detail is scheduled to expire July 16th. This means that at the time of greatest activity, I will be losing half of the staff. I am therefore, requesting your attention and assistance to make sure that the Committee does not find itself without sufficient staff at the end of this calendar year.

IV. Other Activities

At the last meeting, the Committee gave final approval for the publication of Mrs. Lambert's report, "Access of Black Americans to Higher Education: How Open Is The Door?" At the time it was being typed for printing not only was our Mag Card removed, but three (3) of the new typewriters were inoperable. As of today they are still not usable. However, being very creative we have borrowed machine time from other offices and anticipate forwarding this report to the printers within the next week.

Mrs. Partee-Scott's report on "Institutional Diversity" is in its 3rd draft and we anticipate that it will be ready for final typing after the June meeting.

Mrs. Lambert, along with three (3) Committee members, has begun the work on the Twenty-five (25) year Plan. (Item eleven (11) in the Committee's Charter.)

Dr. Cooke and Mrs. Partee-Scott are assisting me in the completion of the reports for Charter areas 2, 4, 5, 6, 7, 9, 10, and 12.

~~It looks as though I will have to draft the Committee's Second Annual Report myself. I anticipate that the remainder of this calendar year will be the shortest 8 1/2 months of my life!!~~

V. The Future

Ann Bailey informs me that since we do not know whether the Secretary will extend the life of the Committee I am to come up with a revised Charter and a new slate of members. The latter is a monumental task which I hope will not be for naught.

Page 3 - Committee Activities

VI. Assignment

Please work out some formal mechanism for keeping Committee staff informed of bureau and agency activities while we are physically out of sight.

Thank you.



Carol J. Smith

APR 18 1973

Honorable Joseph Califano, Jr.
Secretary
Department of Health, Education, and Welfare
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary:

In accordance with the Charter of the National Advisory Committee on Black Higher Education and Black Colleges and Universities we are to examine all approaches to the higher education of Black Americans, as well as the needs of the historically Black colleges and universities and make recommendations to you, the Assistant Secretary for Education, and the Commissioner of Education. We are therefore forwarding you our recommendations on reauthorization of selected programs of the Higher Education Act of 1965, as amended.

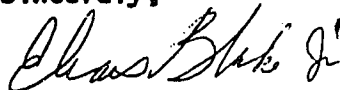
We have looked at the issues from the cutting edge of what we believe will benefit low-income students and the class of institutions which enroll significant proportions of low-income students. Any educational program which benefits the population at the lowest economic level will prove beneficial to Blacks. Recent data indicate that almost one-half of the Black first-time freshmen were from families with incomes of \$8,000 or less, compared with 7 percent of white freshmen. Institutions serving a disproportionate number of these students are indispensable to the continued movement of the Nation toward equal access as well as achievement. It will continue to be important to recognize the unique burdens these institutions take on as they serve the Nation's goals.

Page 2 - Joseph Califano

It is clear that the clientele of the historically Black colleges and universities are most vulnerable and are becoming the unintended victims of aggressive efforts to collect loans and to minimize fraud and abuse. We applaud these efforts. Our concern is that large numbers of deserving students are being caught up in these efforts. In our recommendations is the strong theme that the new legislative proposals and the regulations they support not slow our progress toward equal opportunity.

We hope that you will consider these recommendations.

Sincerely,



Elias Blake, Jr.
Chairperson

Enclosures

Reauthorization Recommendations for:

1. Student Financial Assistance
2. Graduate and Professional Opportunity Program
3. TRIO Programs
4. Developing Institutions Program

APR 18 1979

Dr. Mary F. Berry
Assistant Secretary for Education
Department of Health, Education, and Welfare
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Dr. Berry:

In accordance with the Charter of the National Advisory Committee on Black Higher Education and Black Colleges and Universities we are to examine all approaches to the higher education of Black Americans, as well as the needs of the historically Black colleges and universities and make recommendations to you, the Secretary of Health, Education, and Welfare, and the Commissioner of Education. We are therefore forwarding you our recommendations on reauthorization of selected programs of the Higher Education Act of 1965, as amended.

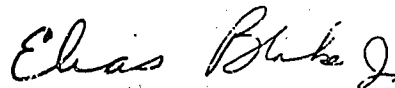
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Page 2 - Dr. Berry

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We hope that you will consider these recommendations.

Sincerely,



Elias Blake, Jr.
Chairperson

Enclosures

Reauthorization Recommendations for:

1. Student Financial Assistance
2. Graduate and Professional Opportunity Program
3. TRIO Programs
4. Developing Institutions Program

APR 18 1965

Dr. Ernest Boyer
Commissioner
United States Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Dr. Boyer:

In accordance with the Charter of the National Advisory Committee on Black Higher Education and Black Colleges and Universities we are to examine all approaches to the higher education of Black Americans, as well as the needs of the historically Black colleges and universities and make recommendations to you, the Secretary of Health, Education, and Welfare, and the Assistant Secretary for Education. We are therefore forwarding you our recommendations on reauthorization of selected programs of the Higher Education Act of 1965, as amended.

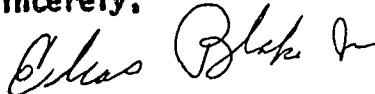
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Page 2 - Dr. Boyer

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Elias Blake, Jr.
Chairperson

Enclosures

Reauthorization Recommendations for:

1. Student Financial Assistance
2. Graduate and Professional Opportunity Program
3. TRIO Programs
4. Developing Institutions Program

EB:leb/4/18/79

REAUTHORIZATION OF THE HIGHER EDUCATION ACT--
STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM - TITLE III -- AN ANALYSIS

Authorization

Section 301-306 of Title III of the Higher Education Act of 1965, as amended.

Program Description

The language of Title III provides that:

"The Commissioner shall carry out a program of special assistance to strengthen the academic quality of developing institutions which have the desire and potential to make a substantial contribution to the higher education resources of the Nation but which are struggling for survival and are isolated from the main currents of academic life."

The programs allowed under Title III include faculty and curriculum development, administrative and management improvement, and student services. Two-year and four-year public and private institutions are funded. The current appropriation is \$120 million dollars with a 24 percent set-aside for two-year colleges.

The statute authorizes cooperative arrangements between the grantee developing institutions and ~~other colleges and universities, business firms, or organizations in order to draw upon their talent~~ and expertise. The statute also authorizes National Teaching Fellowships and Professors Emeriti. All such arrangements should strengthen the grantee institution's academic program or administrative capacity.

The grantee institutions must pay an unspecified part of the cost for the funded programs. Amendments in 1972 and 1974 have waived certain accreditation requirements for institutions on Indian reservations or institutions serving substantial populations of Native Americans or Spanish-speaking people. A waiver was also enacted for the non-federal share of the cost of certain programs, including the College Work-Study Program.

primary problem facing the authorization task force is the purpose and future direction of the program. In addition certain decisions must be made concerning program operations. The issues are: (1) what specific groups or subgroups are to be served by the program; (2) whether the program should continue to support community colleges; (3) whether the authorization level should be increased; (4) the length of grantee participation; (5) the need for cooperative arrangements. Each issue is discussed below and committee recommendations are given.

PROGRAM PURPOSE

Implications

A number of different purposes have been inferred from the legislation including supporting historically Black colleges (HBCs), promoting desegregation activities and assisting colleges in financial management activities. This has led to confusion over eligible institutions, created program management and evaluation problems, and increased the pool of applicants. Each of these purposes is discussed below:

Recommendations

- 1. Financial Management - Many of the HBCs are in the need of technical assistance in management activities and welcome federal assistance in this area. However, their major problems do not stem only from poor management but from a lack of sufficient funds to expand and upgrade curriculum, faculty, and facilities. (Their student bodies are composed primarily of low-income students, their endowment funds are meager or nonexistent, and they have few sources of additional funds). Funds are also needed to upgrade management staff and equipment. A program focused primarily on upgrading institutional management activities would ignore these more fundamental problems.
- That the review of applicant efforts to improve financial and institutional stability give special consideration to the history and characteristics of HBCs which have resulted in their experiencing a disproportionate number of problems in these areas.

es
RAM PURPOSE CONT.

Implications

- 2. Desegregation Activities - Many •
of the Black public institutions
covered by the Adams Order currently
participate in the Title III program.
At a minimum, Title III funds could
not legally be used to support
activities which create, reinforce,
or impede the elimination of
segregated attendance patterns.

State officials have requested that
program resources be used to help
those institutions meet the additional
costs generated by efforts to eliminate
dual public systems.

The modification of program guidelines
to provide financial and technical support
for desegregation activities would require
a restructuring of Title III staff as well
as an amendment of the Higher Education Act.
(Legal and technical civil rights expertise
is not presently found within the
Institutional Development Program). This
~~option would also require substantial~~
involvement of OCR staff in program
operations. More important, the use of
current funds to support Adams activities
would exclude the finding of those
institutions which have not discriminated
in the past, i.e., private and non-southern
Black colleges.

Recommendations

The Committee agrees that
federal support will be needed
to implement the Adams plan.
However, it is felt that Title
III funds should not be used
for these activities. Separate
legislation should be proposed
to assist institutions in
implementing desegregation
activities.

Implications

Recommendations

- 3. Aid to Historically Black Institutions
 - Title III has given special consideration to HBCs. (Although 70 percent of the grantees have been non-minority institutions, all of the eligible HBCs have participated). This is in line with the federal objective of increasing low-income and minority student access to postsecondary and graduate education.
- The quality of education provided in many HBCs is dependent to a large degree on services provided under Title III. If these institutions do not continue to operate, the Nation's ability to educate economically and educationally deprived students will be seriously impaired. It is doubtful that the majority of these students would be served by other four-year institutions in the immediate future. Title III funds provide one of the few sources of institutional aid for HBCs. To direct the focus of the program away from these colleges would surely result in many of them closing.
- That the proportion of funds allocated to institutions with high percentages of low-income minority students be increased.
- That a "grandfather clause" be inserted in the new regulations to assure a one-year continued eligibility of all HBCs currently participating in the Title III program.

CIPATION-COMMUNITY COLLEGE

Community colleges provide low cost access to postsecondary education for economically and educationally disadvantaged and minority students. In addition, while enrollment in public four-year institutions is expected to decrease, the enrollment in community colleges is expected to increase.

IMPLICATIONS

RECOMMENDATIONS

IPATION-COMMUNITY COLLEGE CONT.

- The current legislation requires that 24 percent of the funds appropriated for Title III be awarded to community colleges. This percentage was based on the number of post-secondary students who were enrolled in these institutions as opposed to four-year institutions in the early '70s. However, the enrollment in community colleges has increased substantially, and it is expected that these colleges will be requesting a larger share of Title III funds in the future.
- While community colleges do offer access to a large number of minority students, they do not prepare them for graduate or professional education, which is a major federal objective. In one sense they compete with HBCs for students, without offering comparable services. In addition, Title X, the Community Colleges and Occupational Education Act, covers the policy objectives now funded under Title III. This act is authorized at \$150 million but is currently unfunded. Rather than further reduce the funds available for four-year institutions, particularly HBCs, it is suggested that support for these institutions be transferred to legislation specifically tailored to their needs.
- That the 24 percent set-aside for community colleges be deleted from Title III with services to these colleges transferred to Title X, community colleges act.
- That initial funding for Title X equal the current set-aside under Title III.
- That Title III funds not be used to fund Title X.

ImplicationsRecommendations

HORIZATION LEVEL

- Related to program purpose is the issue of available funds. The appropriation for Title III has increased from an initial \$4 million in FY '66 and \$30 million in FY '67 to \$51,850,000 in FY '72. The present Title III program allocates \$120 million to fund institutions, including historically Black private and public colleges, small religious schools, colleges serving large percentages of Hispanic and Native Americans, and small financially weak, predominantly white institutions. (The appropriation now equals the authorization level.)
- That the appropriations ceiling for Title III funds be increased to a minimum of \$250 million. These additional funds will provide support to the increasing number of eligible applicants as well as expanded support to current grantees.

A total of 545 institutions applied for funding for FY '78; 303 institutions were funded. It is anticipated that the number of applications will increase for FY '79. The appropriation ceiling must be increased if the quality of services provided under Title III is to be maintained. Support for this argument is given in the fact that Title III is one of the few programs that offers institutional aid for undergraduate institutions. An alternative suggestion - that supplemental or matching funds be obtained from individual States - has been rejected because it would increase State control over program eligibility and operations. Many HBCs currently require federal funds because of neglect by State legislatures. This lack of sensitivity and commitment to the critical role of HBCs in providing access to higher education for certain groups could result in the loss of Title III funds by institutions whose States refused to match federal funds or the interference of States in program operations at institutions which do receive State funds.

CHAPTER V

CONCLUSION

The role of visuals as a learning aid is undeniable; studies over the past few years have conclusively established that. What is still interesting researchers is the way visual material is absorbed, the ways in which visuals should be used, and how they should be designed, developed and presented, and research already shows that their usefulness notwithstanding, they should be used intelligently with a realistic appraisal of their uses. Clearly they are not endlessly applicable, nor is one type of visual useful in all circumstances.

The variables are many. The subject matter influences the kinds of visuals used: geography, for example, is likely to use a large number of maps and graphs. Similarly the behavioural objective will have an effect: whether it is factual or visual information which needs to be understood, explained or rehearsed, and what needs to be recalled from the experience - concepts or facts.

The students themselves influence not only what is likely to be recalled but what form the visuals should take. Children, for example, learn differently from adults

who, because of their greater experience and knowledge, learn concepts with the pictures. Mental ability has been examined in its bearings on learning from visuals, and it appears that high IQs learn readily from either the visual or verbal approach. Lower IQs achieve better from visual aids than they do from verbally emphasized work as long as those aids are keyed to the level of the students. Indeed, visuals, in these circumstances, can act as excellent motivational devices.

Motivation is another variable in the effectiveness of visual education, as it is in most educational circles. Students learn any content matter much better when they are interested in what is before them. For this, visuals can be both a cause and an effect. Visual materials play an important role in raising motivation and interest, and the information they contain is better transmitted when motivation and interest are high. This situation is achieved, too, when the visuals are part of a programme which is seen by the students to be valid and attuned to their needs, a factor especially true of adults, and when the visuals are well incorporated with the material being taught.

Cultural factors may affect what students interpret as important and what they see as worthwhile learning techniques. In addition, such factors will influence what they absorb from a visual. Objects and concepts which are not in their own culture or which that culture underemphasizes may be

misinterpreted, or, indeed, not noticed at all in visual materials. Visuals can be very effective in this context in realigning cultural acceptance patterns.

The way in which the illustrations are presented is yet another variable. Are they to be in a programme paced by the teacher or one where the students work at a more leisurely or self-controlled pace? Whichever is chosen, the matter of exposure time becomes increasingly important, as numerous studies have shown. A system such as charts allows the students to refer to the visual at any time they need. So, too, do textbook and workbook illustrations. Slides and transparencies may have much the same advantage if the students are given enough viewing time. Films, television and the like are excellent for the presentation of concepts involving movement, but frame time is externally dictated, and the speed at which visualized information passes before students may become a cause of interference.

Interference must be kept in mind when considering what form the visuals will take, and here one should give attention to the ideas of design and realism. All visuals should be clear to all students which means that their size, clarity, spacing and color are all important. It sounds unnecessary to say that a picture in education should not be too small and should not be too large. If it is too small, many details will be indecipherable and hence confusing; if it is too big, a sense of unity will be sacrificed as students,

in trying to scan the whole picture, will tend to have their attention taken by a small section. Spacing is part of this concern as well. When parts of the visual are spaced well, the scanning eye moves smoothly and logically from one to another.

The matter of complexity or simplicity is a feature which is in the context of interference. As was noted in Chapter II the realism continuum does not reflect the "learning continuum" and increasing detail tends, instead, to decrease the teaching potential of the visual. However, this remains an inconstant feature. Dwyer found in his study that realistic, colored photographs were useful in certain proscribed areas of a lesson on the part of the heart. All the same, on the whole, studies suggest that less complex illustrations are more readily understood and better for the transfer of information.

In the context of realism should be considered the matter of color. Again it is hard to be definite in any conclusions for sometimes it is true that black and white illustrations can be extremely effective - the contrast is strong. On the other hand, color can be important for clarification, for attention-getting, for visibility considerations, for the interpretation of relationships and for the subtle transmission of attitudes. Children tend to react to color, especially strong color, more definitely than adults who are accustomed to the symbolism of black

and white and the ideas it transmits, but all people can absorb a great deal from color. Wise use of color can add to the learning experience; undisciplined use adds nothing and can become an overload, resulting in a decrease of understanding.

Using the visuals requires cueing methodology. Adults in particular need to feel in touch with the work being presented and prefer to be told of the learning objectives in front of them. This has the advantage of focusing their attention and receptive concentration. Questions have a similar effect, written or oral, and are also vital for follow-up recall. Printed material, such as arrows, may continue this role. This rehearsal is important to the retention of learned material. All of these gambits, including patches of color in an otherwise black and white illustration, are further variables.

What this points to is that there is no single approach to visuals, and that there are no hard and fast rules for their use. The variables are vitally concerned in what is right for one situation and what is right for another; in order to adapt a visual for another use it may be necessary to change only one or two of these aspects. Educational effectiveness is dependent upon small things and cannot be made constant.

The variables do not change the fact that visuals are useful but they do mean that commercially made products can

seldom fit this fluctuating mould. They cannot take into account the varying needs of students in different learning environments. The whole idea of visuals is that they should respond to just those environments and the needs assessed on an individual basis, that they should deal with learning problems and learning situations which may be unique to an age group, a subject, a cultural attitude or a teaching form. Here lies the great strength of the teacher-made visual aid. No matter what the artistic skills of the teacher, it is he or she alone who recognizes and understands the variables. Only the teacher can produce visual materials which are that immediate response to the situation, and only those are effective teaching aids.

The teacher, then, should not be daunted by the artistic requirements. Experience teaches a lot of ways to deal with these needs, and furthermore brings more ideas. There is no need to turn to another person to translate ideas, for this introduces the potential interference of a third party and his/her interpretations. Necessity is the mother of invention, and it is that which makes teacher-made visual aids a continually vital part of the ESL classroom.

APPENDIX I

Sample Passage for Listening
Comprehension with Visual

I SIMPLE

(a) This woman is tired. She has been shopping most of the day. She is wearing a brown coat and on her head she has an orange hat. She is carrying two bags.

(b) This girl has been at school but now she is going home with her mother. She is wearing blue jeans, a blue hat and a red sweater.

II SLIGHTLY HARDER

(a) Mark Booth's waiting for the bus and he's been waiting quite a while. He's cold so he's put his hands in his pockets to keep them warm. He's wearing dark jeans and a yellow jacket, as well as a blue hat.

(b) Jane Stevens is talking to a friend of hers. She's going home from school. She's got on a blue coat and red boots and she's a blonde.

III CONVERSATION

/A/ Goodness, aren't these buses slow. If it doesn't come soon, I think I'll drop. I'm so tired.

/B/ I thought you looked rather weary. What've you been doing? Shopping?

/A/ Yes, I thought I'd get a few things I needed. But a few things always turns into a lot more. What have you been doing?

/B/ Oh, I had to take my daughter to the dentist so I picked her up from school. When I left the house this morning it was really quite cold so I put on this quilted coat and my fur hat. Now I'm so hot! I'll be glad to get home and shed everything.

/A/ Ah, I'm just looking forward to getting rid of parcels, hat, coat and shoes and putting my feet up.

APPENDIX II

POSSIBLE SCRIPT FOR ORDER! ORDER!

It was spring. The tree was in bud and flowers were beginning to appear. Within a few weeks, the tree was a mass of blossom in pink and red. As the weeks passed, spring faded into summer. The blooms on the tree gave way to leaves. The days grew warmer and the tree provided shade for people walking in the park and for the children who played under it with their toys in the long days.

Gradually these long days began to shorten. The green leaves began their change to red and gold. Before many more weeks had passed the snow had arrived once more. Winter had returned.

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CHAPTER V

CONCLUSION

The role of visuals as a learning aid is undeniable; studies over the past few years have conclusively established that. What is still interesting researchers is the way visual material is absorbed, the ways in which visuals should be used, and how they should be designed, developed and presented, and research already shows that their usefulness notwithstanding, they should be used intelligently with a realistic appraisal of their uses. Clearly they are not endlessly applicable, nor is one type of visual useful in all circumstances.

The variables are many. The subject matter influences the kinds of visuals used: geography, for example, is likely to use a large number of maps and graphs. Similarly the behavioural objective will have an effect: whether it is factual or visual information which needs to be understood, explained or rehearsed, and what needs to be recalled from the experience - concepts or facts.

The students themselves influence not only what is likely to be recalled but what form the visuals should take. Children, for example, learn differently from adults

who, because of their greater experience and knowledge, learn concepts with the pictures. Mental ability has been examined in its bearings on learning from visuals, and it appears that high IQs learn readily from either the visual or verbal approach. Lower IQs achieve better from visual aids than they do from verbally emphasized work as long as those aids are keyed to the level of the students. Indeed, visuals, in these circumstances, can act as excellent motivational devices.

Motivation is another variable in the effectiveness of visual education, as it is in most educational circles. Students learn any content matter much better when they are interested in what is before them. For this, visuals can be both a cause and an effect. Visual materials play an important role in raising motivation and interest, and the information they contain is better transmitted when motivation and interest are high. This situation is achieved, too, when the visuals are part of a programme which is seen by the students to be valid and attuned to their needs, a factor especially true of adults, and when the visuals are well incorporated with the material being taught.

Cultural factors may affect what students interpret as important and what they see as worthwhile learning techniques. In addition, such factors will influence what they absorb from a visual. Objects and concepts which are not in their own culture or which that culture underemphasizes may be

misinterpreted, or, indeed, not noticed at all in visual materials. Visuals can be very effective in this context in realigning cultural acceptance patterns.

The way in which the illustrations are presented is yet another variable. Are they to be in a programme paced by the teacher or one where the students work at a more leisurely or self-controlled pace? Whichever is chosen, the matter of exposure time becomes increasingly important, as numerous studies have shown. A system such as charts allows the students to refer to the visual at any time they need. So, too, do textbook and workbook illustrations. Slides and transparencies may have much the same advantage if the students are given enough viewing time. Films, television and the like are excellent for the presentation of concepts involving movement, but frame time is externally dictated, and the speed at which visualized information passes before students may become a cause of interference.

Interference must be kept in mind when considering what form the visuals will take, and here one should give attention to the ideas of design and realism. All visuals should be clear to all students which means that their size, clarity, spacing and color are all important. It sounds unnecessary to say that a picture in education should not be too small and should not be too large. If it is too small, many details will be indecipherable and hence confusing; if it is too big, a sense of unity will be sacrificed as students,

in trying to scan the whole picture, will tend to have their attention taken by a small section. Spacing is part of this concern as well. When parts of the visual are spaced well, the scanning eye moves smoothly and logically from one to another.

The matter of complexity or simplicity is a feature which is in the context of interference. As was noted in Chapter II the realism continuum does not reflect the "learning continuum" and increasing detail tends, instead, to decrease the teaching potential of the visual. However, this remains an inconstant feature. Dwyer found in his study that realistic, colored photographs were useful in certain proscribed areas of a lesson on the part of the heart. All the same, on the whole, studies suggest that less complex illustrations are more readily understood and better for the transfer of information.

In the context of realism should be considered the matter of color. Again it is hard to be definite in any conclusions for sometimes it is true that black and white illustrations can be extremely effective - the contrast is strong. On the other hand, color can be important for clarification, for attention-getting, for visibility considerations, for the interpretation of relationships and for the subtle transmission of attitudes. Children tend to react to color, especially strong color, more definitely than adults who are accustomed to the symbolism of black

and white and the ideas it transmits, but all people can absorb a great deal from color. Wise use of color can add to the learning experience; undisciplined use adds nothing and can become an overload, resulting in a decrease of understanding.

Using the visuals requires cueing methodology. Adults in particular need to feel in touch with the work being presented and prefer to be told of the learning objectives in front of them. This has the advantage of focusing their attention and receptive concentration. Questions have a similar effect, written or oral, and are also vital for follow-up recall. Printed material, such as arrows, may continue this role. This rehearsal is important to the retention of learned material. All of these gambits, including patches of color in an otherwise black and white illustration, are further variables.

What this points to is that there is no single approach to visuals, and that there are no hard and fast rules for their use. The variables are vitally concerned in what is right for one situation and what is right for another; in order to adapt a visual for another use it may be necessary to change only one or two of these aspects. Educational effectiveness is dependent upon small things and cannot be made constant.

The variables do not change the fact that visuals are useful but they do mean that commercially made products can

seldom fit this fluctuating mould. They cannot take into account the varying needs of students in different learning environments. The whole idea of visuals is that they should respond to just those environments and the needs assessed on an individual basis, that they should deal with learning problems and learning situations which may be unique to an age group, a subject, a cultural attitude or a teaching form. Here lies the great strength of the teacher-made visual aid. No matter what the artistic skills of the teacher, it is he or she alone who recognizes and understands the variables. Only the teacher can produce visual materials which are that immediate response to the situation, and only those are effective teaching aids.

The teacher, then, should not be daunted by the artistic requirements. Experience teaches a lot of ways to deal with these needs, and furthermore brings more ideas. There is no need to turn to another person to translate ideas, for this introduces the potential interference of a third party and his/her interpretations. Necessity is the mother of invention, and it is that which makes teacher-made visual aids a continually vital part of the ESL classroom.

APPENDIX I

Sample Passage for Listening
Comprehension with Visual

I SIMPLE

(a) This woman is tired. She has been shopping most of the day. She is wearing a brown coat and on her head she has an orange hat. She is carrying two bags.

(b) This girl has been at school but now she is going home with her mother. She is wearing blue jeans, a blue hat and a red sweater.

II SLIGHTLY HARDER

(a) Mark Booth's waiting for the bus and he's been waiting quite a while. He's cold so he's put his hands in his pockets to keep them warm. He's wearing dark jeans and a yellow jacket, as well as a blue hat.

(b) Jane Stevens is talking to a friend of hers. She's going home from school. She's got on a blue coat and red boots and she's a blonde.

III CONVERSATION

/A/ Goodness, aren't these buses slow. If it doesn't come soon, I think I'll drop. I'm so tired.

/B/ I thought you looked rather weary. What've you been doing? Shopping?

/A/ Yes, I thought I'd get a few things I needed. But a few things always turns into a lot more. What have you been doing?

/B/ Oh, I had to take my daughter to the dentist so I picked her up from school. When I left the house this morning it was really quite cold so I put on this quilted coat and my fur hat. Now I'm so hot! I'll be glad to get home and shed everything.

/A/ Ah, I'm just looking forward to getting rid of parcels, hat, coat and shoes and putting my feet up.

APPENDIX II

POSSIBLE SCRIPT FOR ORDER! ORDER!

It was spring. The tree was in bud and flowers were beginning to appear. Within a few weeks, the tree was a mass of blossom in pink and red. As the weeks passed, spring faded into summer. The blooms on the tree gave way to leaves. The days grew warmer and the tree provided shade for people walking in the park and for the children who played under it with their toys in the long days.

Gradually these long days began to shorten. The green leaves began their change to red and gold. Before many more weeks had passed the snow had arrived once more. Winter had returned.

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Comprehension with Visual

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III CONVERSATION

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APPENDIX II

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It was spring. The tree was in bud and flowers were beginning to appear. Within a few weeks, the tree was a mass of blossom in pink and red. As the weeks passed, spring faded into summer. The blooms on the tree gave way to leaves. The days grew warmer and the tree provided shade for people walking in the park and for the children who played under it with their toys in the long days.

Gradually these long days began to shorten. The green leaves began their change to red and gold. Before many more weeks had passed the snow had arrived once more. Winter had returned.

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CHAPTER V

CONCLUSION

The role of visuals as a learning aid is undeniable; studies over the past few years have conclusively established that. What is still interesting researchers is the way visual material is absorbed, the ways in which visuals should be used, and how they should be designed, developed and presented, and research already shows that their usefulness notwithstanding, they should be used intelligently with a realistic appraisal of their uses. Clearly they are not endlessly applicable, nor is one type of visual useful in all circumstances.

The variables are many. The subject matter influences the kinds of visuals used: geography, for example, is likely to use a large number of maps and graphs. Similarly the behavioural objective will have an effect: whether it is factual or visual information which needs to be understood, explained or rehearsed, and what needs to be recalled from the experience - concepts or facts.

The students themselves influence not only what is likely to be recalled but what form the visuals should take. Children, for example, learn differently from adults

who, because of their greater experience and knowledge, learn concepts with the pictures. Mental ability has been examined in its bearings on learning from visuals, and it appears that high IQs learn readily from either the visual or verbal approach. Lower IQs achieve better from visual aids than they do from verbally emphasized work as long as those aids are keyed to the level of the students. Indeed, visuals, in these circumstances, can act as excellent motivational devices.

Motivation is another variable in the effectiveness of visual education, as it is in most educational circles. Students learn any content matter much better when they are interested in what is before them. For this, visuals can be both a cause and an effect. Visual materials play an important role in raising motivation and interest, and the information they contain is better transmitted when motivation and interest are high. This situation is achieved, too, when the visuals are part of a programme which is seen by the students to be valid and attuned to their needs, a factor especially true of adults, and when the visuals are well incorporated with the material being taught.

Cultural factors may affect what students interpret as important and what they see as worthwhile learning techniques. In addition, such factors will influence what they absorb from a visual. Objects and concepts which are not in their own culture or which that culture underemphasizes may be

misinterpreted, or, indeed, not noticed at all in visual materials. Visuals can be very effective in this context in realigning cultural acceptance patterns.

The way in which the illustrations are presented is yet another variable. Are they to be in a programme paced by the teacher or one where the students work at a more leisurely or self-controlled pace? Whichever is chosen, the matter of exposure time becomes increasingly important, as numerous studies have shown. A system such as charts allows the students to refer to the visual at any time they need. So, too, do textbook and workbook illustrations. Slides and transparencies may have much the same advantage if the students are given enough viewing time. Films, television and the like are excellent for the presentation of concepts involving movement, but frame time is externally dictated, and the speed at which visualized information passes before students may become a cause of interference.

Interference must be kept in mind when considering what form the visuals will take, and here one should give attention to the ideas of design and realism. All visuals should be clear to all students which means that their size, clarity, spacing and color are all important. It sounds unnecessary to say that a picture in education should not be too small and should not be too large. If it is too small, many details will be indecipherable and hence confusing; if it is too big, a sense of unity will be sacrificed as students,

in trying to scan the whole picture, will tend to have their attention taken by a small section. Spacing is part of this concern as well. When parts of the visual are spaced well, the scanning eye moves smoothly and logically from one to another.

The matter of complexity or simplicity is a feature which is in the context of interference. As was noted in Chapter II the realism continuum does not reflect the "learning continuum" and increasing detail tends, instead, to decrease the teaching potential of the visual. However, this remains an inconstant feature. Dwyer found in his study that realistic, colored photographs were useful in certain proscribed areas of a lesson on the part of the heart. All the same, on the whole, studies suggest that less complex illustrations are more readily understood and better for the transfer of information.

In the context of realism should be considered the matter of color. Again it is hard to be definite in any conclusions for sometimes it is true that black and white illustrations can be extremely effective - the contrast is strong. On the other hand, color can be important for clarification, for attention-getting, for visibility considerations, for the interpretation of relationships and for the subtle transmission of attitudes. Children tend to react to color, especially strong color, more definitely than adults who are accustomed to the symbolism of black

and white and the ideas it transmits, but all people can absorb a great deal from color. Wise use of color can add to the learning experience; undisciplined use adds nothing and can become an overload, resulting in a decrease of understanding.

Using the visuals requires cueing methodology. Adults in particular need to feel in touch with the work being presented and prefer to be told of the learning objectives in front of them. This has the advantage of focusing their attention and receptive concentration. Questions have a similar effect, written or oral, and are also vital for follow-up recall. Printed material, such as arrows, may continue this role. This rehearsal is important to the retention of learned material. All of these gambits, including patches of color in an otherwise black and white illustration, are further variables.

What this points to is that there is no single approach to visuals, and that there are no hard and fast rules for their use. The variables are vitally concerned in what is right for one situation and what is right for another; in order to adapt a visual for another use it may be necessary to change only one or two of these aspects. Educational effectiveness is dependent upon small things and cannot be made constant.

The variables do not change the fact that visuals are useful but they do mean that commercially made products can

seldom fit this fluctuating mould. They cannot take into account the varying needs of students in different learning environments. The whole idea of visuals is that they should respond to just those environments and the needs assessed on an individual basis, that they should deal with learning problems and learning situations which may be unique to an age group, a subject, a cultural attitude or a teaching form. Here lies the great strength of the teacher-made visual aid. No matter what the artistic skills of the teacher, it is he or she alone who recognizes and understands the variables. Only the teacher can produce visual materials which are that immediate response to the situation, and only those are effective teaching aids.

The teacher, then, should not be daunted by the artistic requirements. Experience teaches a lot of ways to deal with these needs, and furthermore brings more ideas. There is no need to turn to another person to translate ideas, for this introduces the potential interference of a third party and his/her interpretations. Necessity is the mother of invention, and it is that which makes teacher-made visual aids a continually vital part of the ESL classroom.

APPENDIX I

Sample Passage for Listening
Comprehension with Visual

I SIMPLE

(a) This woman is tired. She has been shopping most of the day. She is wearing a brown coat and on her head she has an orange hat. She is carrying two bags.

(b) This girl has been at school but now she is going home with her mother. She is wearing blue jeans, a blue hat and a red sweater.

II SLIGHTLY HARDER

(a) Mark Booth's waiting for the bus and he's been waiting quite a while. He's cold so he's put his hands in his pockets to keep them warm. He's wearing dark jeans and a yellow jacket, as well as a blue hat.

(b) Jane Stevens is talking to a friend of hers. She's going home from school. She's got on a blue coat and red boots and she's a blonde.

III CONVERSATION

/A/ Goodness, aren't these buses slow. If it doesn't come soon, I think I'll drop. I'm so tired.

/B/ I thought you looked rather weary. What've you been doing? Shopping?

/A/ Yes, I thought I'd get a few things I needed. But a few things always turns into a lot more. What have you been doing?

/B/ Oh, I had to take my daughter to the dentist so I picked her up from school. When I left the house this morning it was really quite cold so I put on this quilted coat and my fur hat. Now I'm so hot! I'll be glad to get home and shed everything.

/A/ Ah, I'm just looking forward to getting rid of parcels, hat, coat and shoes and putting my feet up.

APPENDIX II

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

November 1, 1979

Honorable Patricia Roberts Harris
Secretary
Department of Health, Education, and Welfare
Washington, D.C. 20201

Dear Ms. Harris:

On behalf of the National Advisory Committee on Black Higher Education and Black Colleges and Universities, I am pleased to submit an interim report on the status of Blacks in higher education, The Black Educational Policy Researcher: An Untapped National Resource.

This report emanates from the Committee's concerns about the paucity of research and scholarship by Blacks on questions of educational policy related to Blacks in America. It is this Committee's position that if decision-makers are to increase educational opportunities for Blacks, then the work of Black researchers and scholars on the problems of Blacks must be stimulated and encouraged. In this context, this report sets forth reasons for the paucity of research and scholarship, recommends remedies to the problem, and suggests ways and means for disseminating the results at the local, State, and Federal levels.

We are grateful for the opportunity to stimulate national attention to the issues that impede the improvement of higher educational opportunities for Black Americans. It is our expectation that this report and the concluding recommendations will assist the Federal government in initiating and continuing efforts for achieving this end.

Sincerely,

Elias Blake, Jr.

Elias Blake, Jr.
Chairperson

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
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BLACK HIGHER EDUCATION AND
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Honorable Mary F. Berry
Assistant Secretary for Education
Department of Health, Education, and Welfare
Washington, D.C. 20201

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Sincerely,

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WASHINGTON, D.C. 20202

November 5, 1979

Dr. Mary F. Berry
Assistant Secretary for Education
Department of Health, Education, and Welfare
Washington, D.C. 20201

Dear Dr. Berry:

In April of this year, the National Advisory Committee on Black Higher Education and Black Colleges and Universities forwarded its recommendations on how selected Titles of the Higher Education Act of 1965, as amended, should look if reauthorized. These recommendations were based on a careful review of the present Act with an eye toward changes which would enhance the participation of Blacks in higher education and the Black colleges and universities.

Since that time, the Administration has sent forward its recommendations on the reauthorization and both the House and the Senate have presented bills, the Ford-Buchanan Bill and the Kennedy-Bellmon Bill, respectively.

Because there will be many discussions held and compromises made prior to the time when these various bills become one Act, the Committee is forwarding the attached discussion of some of the unresolved issues with an indication of the Committee's viewpoints on each.

It is hoped that this position paper will enable you to have a clearer sense of how the National Advisory Committee views each of the proposals which are floating and will provide a more pertinent stand on some of the specific issues which may or may not have been addressed in the original package of reauthorization recommendations that we sent forth in April.

In accordance with its mandate, the Committee will continue to keep you abreast of its thinking on matters of importance to the higher education of Black Americans and Black colleges and universities. If you should have any questions, please feel free to call me.

Sincerely,

Elias Blake, Jr.
Elias Blake, Jr.
Chair

Enclosure

RECOMMENDATIONS OF NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES ON SELECTED
ISSUES RELATING TO THE REAUTHORIZATION OF THE HIGHER EDUCATION ACT OF 1965, AS AMENDED

Title Issue

Committee Recommendation

TITLE IV - STUDENT FINANCIAL ASSISTANCE

A. College Work-Study - Lowering of Minimum Wage

- A. Since the Committee would be in favor of measures to increase the number of low-income students able to enroll in college because of the availability of financial aid, this provision might seem, on the surface, to be a good one. However, if by lowering the wage you have a higher degree of unmet need, then you are back to making up this difference through other aid programs or the student will be caught with a smaller amount of funds and might potentially be unable to meet the rest of his/her expenses. Therefore, it would be best to keep the minimum wage for students in the College Work-Study Program the same as that for the rest of the Nation.

B. Loans

1. Interest Rates

- B.1. The Committee has recommended keeping the interest rates as low as possible. While it recognizes the rationale that raising the rates would make more money available, it is more important to low-income and minority students that the discriminatory banking practices be addressed. In the past, even when money was available under the current interest rates, many minority and low-income students were denied loans because they had no family "history" with the bank.

In addition, the accrual of interest while the student is in school will add to the loan burden and should be minimized wherever possible.

2. Repayment and Consolidation

2. The Committee has recommended and continues to feel that there should be a consolidation of all loans made by students while in school. This measure could prevent duplication of collection efforts as well as provide the student with one manageable monthly payment. The length of time to repay loans should be extended and a "grace period" should be maintained. As with the current mortgage trends, a graduated repayment schedule option is a must and would enable students to make smaller payments in their first few years out of college when their income is expected to be the lowest. Absolutely essential is the hardship waiver in light of potential periods of unemployment in a labor force where the "last hired is the first fired".

2. Repayment and Consolidation(continued)

There should be a cancellation of loans upon death and total disability and further study should be made to earmark areas of public service (which are in the national interest) where partial loan cancellations might apply.

3. Loan Assurance

3. The Federal government should assume primary responsibility for the availability of loan capital to all eligible students. The States can also play a more active role in securing loans.

4. Family Contribution

4. The needs analysis formula to determine family and student contributions should emphasize greater protection for the low-income student. Provisions to provide federal guaranteed loans to parents should be pushed as should regulations which would prevent banks from discriminatory practices which have denied loans to low-income and minority families in the past.

BEOG's

1. Appropriations

- C.1. Regardless of changes in the other provisions, the level of support for the BEOG program has never been adequate to meet the need. The Committee recommends increasing the appropriations to serve a larger number of needy students and that need be the primary criteria used in distributing the funds.

2. Ceiling

2. The Committee is in favor of raising the BEOG ceiling. This can be done in a series of automatic increases each year.

3. Half-cost provision

3. The BEOG program has provided for more access than choice for minority/low-income students. To enable more low-income students to attend higher cost, more prestigious institutions, the half-cost provision should be raised. Also, the SEOG ceiling should be changed to permit the award of grants of 60% of need not met by BEOG's.

4. Inclusion of part-time students

4. The Committee would favor keeping the stipulation of the present law regarding less than full-time students with no further allowances provided.

TRIO program

- D. The Committee recommends keeping the criteria for participation in the TRIO programs at a level where the largest number of students from minority and low-income groups can participate.

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E III - STRENGTHENING DEVELOPING INSTITUTIONS →

Eligibility

- A. The Committee has recommended that eligibility be limited to institutions with high percentages of low-income minority students, with special consideration given to the historically Black colleges and universities.
- B. The Committee has recommended that the no funds be set aside in the Title III program for community colleges but rather that these colleges be given assistance under Title X.

However, since all others have recommended deleting Title X and because the Committee recognizes the unlikelihood of removing the set aside from Title III, it would advocate making 24% the ceiling rather than a floor.

"Up and Out" Provisions

- C. In that there is an ongoing need for institutional funding of the historically Black colleges given past inequities in the support of these institutions, the Committee recommends that these institutions be eligible for as long as the need persists.

Challenge grants

- D. The Committee favors exploring options which would reduce the Title III dependency of the historically Black colleges. As recommended before, the Committee favors the use of Title III funds for the establishment of one time endowments as well as for engaging in fund raising activities. Any provision for challenge grants should speak specifically to these options. Any provision for State maintenance of effort should consider the historical inequities suffered by the historically Black colleges at the hands of these same State governments that are being considered to continue support.

Authorization Level

- E. The Committee has recommended setting the authorization level at \$250 million.

E IX - GRADUATE/PROFESSIONAL PROGRAMS

- III. Overall, the Committee goes along with the Administration's recommendations on Title IX, specifically to keep the special focus on the GPOP program to minorities in underrepresented fields. It also recommends raising the appropriations level to \$15 million.



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

November 5, 1979

Dr. Mary F. Berry
Assistant Secretary for Education
Department of Health, Education, and Welfare
Washington, D.C. 20201

Dear Dr. Berry:

In April 1978, the National Advisory Committee sent a letter to former HEW Secretary Califano supporting the idea of a Department of Education "only if it is strong enough to advance equal opportunity in a more comprehensive and effective way than is currently the case in the widely dispersed Federal education programs". Since that letter was sent there have been numerous proposals set forth on the structure of such a Department and we have reviewed the proposed organizational chart and summary of the Act which was circulated after passage of the bill.

The Committee is still concerned about the manner in which equal educational opportunity will be advanced. Over the length of this Committee's existence, numerous roadblocks have been encountered as we attempted to do our work. These roadblocks stemmed from a lack of coordination and interest within and among the Office of Education programs and not necessarily as a result of fragmentation, duplication, and inconsistency of programs and policies across various Federal agencies.

Therefore, it is important to the needs of Black higher education and Black colleges and universities that there exist, within this new Department of Education, a working policy analysis unit related to educational issues of concern to Black Americans and Black colleges and universities.

The National Center for Education Statistics, a unit within the current Department which is supposed to collect and disseminate meaningful information and data on the status of education, has paid much attention to issues relating to higher education generally and has recently issued a series of reports on the participation of women in higher education. Very recently, NCES issued a report on traditionally Black institutions which was an interesting informational piece on the names, locations, presidents of the colleges with a very minimum amount of data analysis, most of which do not speak to any policy issues. The Office for Civil Rights, on the other hand, provides some data analysis but falls short in doing the most comprehensive job in providing information simply because, as they constantly remind us, they are a compliance/enforcement office and not an informational one. Therefore, there is a serious void in the present Department that we would not like to see carried over to the new one.

Page 2 - Letter to Dr. Berry

The staff of the National Advisory Committee spent an inordinate amount of time compiling data on Blacks in higher education and on Black colleges which could easily be generated on a regular basis by the HEW/NCES computer personnel were there interest in the issues that these data explore. Some people still express the belief that data are not available on certain issues related to Black higher education. However, our experience indicates that the raw data do exist, but there is insufficient attention to the pertinent issues.

As the structure of the new Department gets solidified, the National Advisory Committee would recommend the following:

That within the new Department, there should be an Office of Policy Analysis and Development Related to the Education of Black Americans.

This office could be one unit which is placed in the Office of the Secretary or could be individual offices within the office of each of the Assistant Secretaries, with a Coordinating Function at the level of the Secretary. It is anticipated that such an office would be an active participator in determining the data collected by other units within the Department (as well as being a resource for advice to those Federal agencies outside of the Department which collect education-related data) so that their data needs could be incorporated in existing surveys and thereby prevent "increased federal paperwork". The analysis performed on the data collected within the Department would, however, be done within this special office and it would have the requisite support personnel and budget to accomplish its charge.

As plans are being made for the structure of the new Department of Education it is hoped that you will consider this recommendation and work toward its implementation. As always, we are available to provide any assistance that you may deem appropriate and hope to receive a positive response to filling the gaps which currently exist.

Sincerely,

Elias Blake, Jr.

Elias Blake, Jr.,
Chairman



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

PROCLAMATION

The National Advisory Committee on Black Higher Education and Black Colleges and Universities acknowledges with pride and proclaims for community acclamation the leadership, expertise, and professional activities of

Dr. Mary F. Berry

in fostering the development and accomplishments of the National Advisory Committee on Black Higher Education and Black Colleges and Universities. This proclamation focuses special attention and gratitude on these actions:

- o For the sensitive understanding that financial and personnel resources were necessary for this Committee to fulfill its mission.
- o For the forcefulness with which she reported to the Secretary of Health, Education, and Welfare the output and accomplishments of this Committee with respect to the meaning of access and the necessity for creating a cadre of Black professionals.
- o For her vigorous efforts to enlighten the nation on the contributions of the historically Black Colleges and the necessity for their continuity and enhancement.
- o For helping to articulate the need, recognized by President Carter in the issuance of the Presidential Directive on Black Colleges, which ushered in a new era for the historically Black colleges.
- o For her efforts in putting the matters of higher education equity as a high priority on her list of mandates.

We recognize with high commendation that Dr. Mary F. Berry has helped to change the course of history of higher education for Black Americans through her position as the outstanding Department of Health, Education, and Welfare Assistant Secretary for Education, 1977 - 1979.

Dr. Elias Blake, Jr.
Chair
December 18, 1979

APPENDIX G-2

Correspondence to Committee from HEW
and Office of Education

Appendix G-2

<u>Date</u>	<u>From</u>	<u>Subject</u>
05/14/79	Dr. Ernest L. Boyer	Acknowledged receipt of the Committee's recommendations for the reauthorization of the Higher Education Act. Commissioner Boyer welcomed the Committee's viewpoint on matters related to Title III, the Special Programs, and Student Financial Assistance.
06/27/79	Mr. James Pickman to Dr. Alfred L. Moye	Mr. Pickman informed Dr. Moye that he had reviewed his request for a waiver of the May 31 deadline for submission of contract work statements and asked that he endeavor to expedite the paperwork necessary to process the Committee's contracts.
06/28/79	Mr. James Pickman to Dr. Alfred L. Moye	Authorized a number of personnel actions to retention or hiring staff for the Committee.
07/16/79	Mr. James Pickman	Waived the May 31 deadline for submission of contract work statements.
07/30/79	Honorable Joseph Califano, Jr.	Response to Committee correspondence of July 19 informing him of the resolution on predominantly Black colleges and the Reauthorization of Title III of the Higher Education Act of 1965 adopted by the Committee at its meeting on June 4, 1979, at Tuskegee Institute, Alabama. Secretary Califano emphasized the role of the President's Black College Directive in the development of Black colleges and universities and the efforts being taken by HEW to implement the initiative. Secretary Califano also encouraged the Committee to submit comments regarding Title III and other parts of the Higher Education Act.
08/20/79	Dr. Mary F. Berry	Acknowledged receipt of July 16 correspondence from C. M. Springer urging retention of Committee staff and stated that steps were being taken to provide the Committee with sufficient personnel.
09/10/79	Mr. James Pickman	Acknowledged receipt of July 19 correspondence regarding Committee staffing problems, detailed steps already taken to alleviate the problems, and expressed the highest regard for the Committee's efforts.

<u>Date</u>	<u>From</u>	<u>Subject</u>
10/17/79	Honorable Patricia R. Harris	Letter of thanks in response to the Committee's letter of congratulations on her appointment as Secretary of the Department of Health, Education, and Welfare. Secretary Harris stated that she would be taking a careful look at the work of the Committee.
11/26/79	Dr. Mary F. Berry	Acknowledged receipt of Committee correspondence of November 5 proposing a policy analysis unit located within the new Department. Dr. Berry stated that she had shared her concerns about Black colleges with the Secretary-designate.
12/11/79	Honorable Patricia R. Harris	Notice of Renewal of National Advisory Committee on Black Higher Education and Black Colleges and Universities until June 30, 1980.



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

MAY 1 4 1974

Dr. Elias Blake
Chairman, National Advisory
Committee on Black Higher Education
and Black Colleges and Universities
Office of the President
Clark College
Atlanta, Georgia 30314

Dear Elias:

Thank you for sending me the recommendations of the National Advisory Committee on Black Higher Education and Black Colleges and Universities for the reauthorization of the Higher Education Act. The viewpoint of the Committee on matters related to Title III, the Special Programs, and Student Financial Assistance will be especially welcomed inasmuch as these programs are so important for Black access and retention in postsecondary education. I am also pleased to note that the Committee seems to emphasize technical changes in existing legislation rather than a basic rewriting of many programs.

I am sharing your recommendations with Al Moyer, Leo Kornfeld and Mike Smith

Please express my gratitude to the other members of the Committee for this important undertaking.

Cordially,

Ernest L. Boyer
Ernest L. Boyer
U.S. Commissioner
of Education

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MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

TO : Alfred L. Moyé
Deputy Commissioner, BHCE

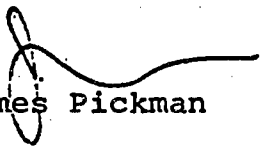
DATE: JUN 27 1979

FROM : Executive Deputy Commissioner
for Resources and Operations

SUBJECT: Request for Waiver of the May 31 Deadline for Contracts

I have reviewed your request for my approval of a waiver of the May 31 deadline for the submission of contract work statements to the Grants and Procurement Management Division and approve of it. I can appreciate some of the pressures under which the National Advisory Committee on Black Higher Education and Black Colleges and Universities is currently operating.

I am, however, asking that you do everything possible to expedite the completion of the paperwork necessary to process the NACBHE contracts. GPMD's workload for the next couple of months will be tremendous and they are going to need all the cooperation we can give them.



James Pickman

cc: Carol Smith ✓
Leonard H.O. Spearman
Fred Will

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

TO : Alfred L. Moyé, Deputy Commissioner
Bureau of Continuing and Higher Education

DATE: JUN 28 1979

FROM : James Pickman *JP*
Executive Deputy Commissioner
for Resources and Operations

SUBJECT: Staffing Needs for the National Advisory Committee on
Black Higher Education and Black Colleges and Universities

In response to your recent memorandum (attached) requesting my approval of a number of personnel actions for the National Advisory Committee on Black Higher Education, I am authorizing the following:

- (1) An extension of the appointments of Ms. Jackie Meadows and Ms. Jo Ann Phillips as research assistants at a rate comparable with a GS-7 rating through December 22, 1979, the day the charter for the Committee expires.
- (2) An extension of the current detail of Ms. Charlotte Thompson from the Bureau of Student Financial Assistance through December 22, 1979.
- (3) An extension of the appointment of Ms. Linda Lambert as Senior Staff Consultant from September through December 22, 1979.
- (4) An extension of the appointment of Ms. Gloria Parker-Scott as Senior Staff Consultant from August through December 22, 1979.
- (5) The hiring of one student assistant to replace the student assistant who will be leaving to attend graduate school. Due to limitations on the ceiling for other than full-time positions, I cannot raise your staffing level to permit you to fill behind an individual on a leave of absence you have granted.

I encourage you to begin the processing of the paperwork necessary to carry out the these actions..

cc: Leonard Spearman
Carol Smith
Ric Wilson
Ann Bailey
Lois Hartman
Scott

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DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

JUL 16 1979

Dr. Elias Blake, Jr.
Chairman
National Advisory Committee on
Black Higher Education and
Black Colleges and Universities
Washington, D.C. 20202

Dear. Dr. Blake:

This is in response to your recent letter to me asking my support of a resolution passed at the June 4 meeting of the National Advisory Committee on Black Higher Education and Black Colleges and Universities concerning the May 31 deadline for the obligation of procurement funds.

I have carefully considered your request and believe that a waiver of the May 31 deadline for your organization is justified. My approval of your request was conveyed to Al Moye in the attached memorandum. I would like to note that my decision was made, in part, as a result of a special request by Fred Bohlen, the Assistant Secretary for Management and Budget, who is especially interested in the activities which your Committee has been chartered to carry out.

I have asked the Grants and Procurement Management Division to cooperate in any way they can as you develop the documents for your procurements. Please note that they should be prepared for processing at the earliest possible date.

I wish you and the other members of the National Advisory Committee the best in the months ahead.

Sincerely,

James Pickman
Executive Deputy Commissioner
for Resources and Operations

Attachment

cc: Fred Bohlen
Fred Will
Al Moye

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THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

JUL 30 1979

Dr. Elias Blake, Jr., Chairman
National Advisory Committee on
Black Higher Education and
Black Colleges and Universities
Department of Health, Education,
and Welfare
Office of Education
Washington, D.C. 20202.

Dear Dr. Blake:

Thank you for your letter informing me of the resolution adopted by the National Advisory Committee on Black Higher Education and Black Colleges and Universities at its June 4 meeting at Tuskegee Institute, Alabama. I have long been committed to the survival and enhancement of the nation's historically Black colleges and universities, and to Title III, the Developing Institutions portion, of the Higher Education Act of 1965.

The President's Black College Directive promises to further advance the development of Black higher education institutions. On June 6, 1979, Fred Bohen, Assistant Secretary for Management and Budget, spoke before your Committee and described current HEW efforts to implement this initiative. As part of this effort, I have instructed all operating components of HEW to broaden their financial support to Black institutions, particularly in those programs where funding has been minimal. In addition, the agencies are increasing technical assistance to Black institutions, to strengthen the schools' capabilities for managing Federal funds. These new commitments, along with continuing support from Title III and Title IV (Student Aid) of the Higher Education Act, should help build the stability necessary for proper growth of Black colleges and universities.

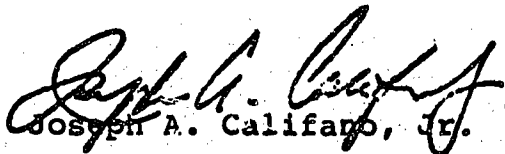
The new Title III regulations, promulgated to better define the purposes and objectives of the Developing Institutions program constitute, in my view, a major step toward the objective of the Advisory Committee's Resolution. The new regulations emphasize the Federal Government's commitment

Page 2 - Dr. Elias Blake, Jr.

to provide postsecondary educational opportunities for low income or minority students by providing institutional assistance to those colleges and universities which help carry out this objective. Since all of the 105 historically Black colleges and universities are involved in carrying out this objective, I believe they are well served by the new regulations. The new regulations and a request for a substantial increase in funding have formed the basis of our Title III reauthorization proposals. I hope that you will be supportive of the Administration's approach.

I appreciate your work as Chairman of the Advisory Committee. The Committee's report entitled, "Access of Black Americans to Higher Education: How to Open the Door?" has been a valuable resource in the implementation of the President's Black College Directive. Your comments regarding Title III and other parts of the Higher Education Act are welcomed.

Sincerely,


Joseph A. Califano, Jr.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUG 20 1979

Ms. C. M. Springer
Executive Director
Westinghouse Electric Fund
Westinghouse Building
Gateway Center
Pittsburgh, Pennsylvania 15222

Dear Ms. Springer:

Thank you for your letter regarding the staff of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

We are aware of this problem, and Deputy Commissioner Alfred L. Moya is taking steps to provide the Committee with sufficient personnel to complete its work by the December deadline.

Thank you for your interest.

Sincerely,

MARY F. BERRY

Mary F. Berry
Assistant Secretary
for Education

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

SEP 10 1979

Dr. Elias Blake, Jr.
Chairman
National Advisory Committee
on Black Higher Education
and Black Colleges and Universities
Office of Education
Washington, D.C. 20202

Dear Dr. Blake:

This is in response to your letter of July 19 in which you discuss the staffing situation relating to the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

I sincerely regret that the Committee believes that its efforts have been marred with uncertainty, lack of continuity, and lack of stability in working conditions. The Office of Education has the highest regard for the Committee's efforts to accomplish its mandates.

As you may know, my office has been working closely with Carol Smith, the Committee's staff director, and Al Moyer, over the last month to resolve the staffing difficulties which the Committee has faced. Within the last few weeks, we have been able to assure the continued employment of two senior staff members, Glenda Partee-Scott and Linda Lambert. In addition, I understand that appointments for three research assistants for the Committee were confirmed late last week.

Please let me know if there are any specific problems facing the Committee which you believe I could alleviate. I would like to support you in any way that is feasible.

Sincerely,

James Pickman
Executive Deputy Commissioner
for Resources and Operations



THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

OCT 11 1979

OCT 17 1979

Dr. Elias Blake, Jr.
Chairman, National Committee
on Black Higher Education and
Black Colleges and Universities
Department of Health, Education
and Welfare
Office of Education
Washington, D.C. 20202

Dear Dr. Blake:

Thank you for your thoughtful letter and for advising me of your concern for the future of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

While my current commitments make it impossible for me to attend the next committee meeting, I appreciate your taking the time to keep me posted on your progress. I intend to take a careful look at the work of the Committee in the near future. You may be assured that I will carefully consider your request and recommendations as we proceed.

Sincerely yours,

Patricia Roberts Harris

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATION
WASHINGTON, D.C. 20202

NOV 26 1979

Dr. Elias Blake, Jr., Chairman
National Advisory Committee on
Black Higher Education and
Black Colleges and Universities
Office of Education
Department of Health, Education
and Welfare
Washington, D.C. 20202

Dear Dr. Blake:

I have reviewed your letter of November 5 in which you proposed a policy analysis unit located within the new Department of Education to address educational issues of concern to black Americans and black colleges and universities. I have shared with the Secretary-designate my concerns about black colleges, and I believe that your proposal is one that should receive serious consideration. I will forward your letter for her review.

Sincerely,

Mary F. Berry
Assistant Secretary
for Education

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THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

DEC 12 1979

Notice of Renewal of National Advisory Committee on Black
Higher Education and Black Colleges and Universities

I hereby determine, after consultation with the Administrator, General Services Administration, that renewal of the National Advisory Committee on Black Higher Education and Black Colleges and Universities beyond December 22, 1979, is in the public interest in connection with the performance of duties imposed on the Department by law, that such duties can best be performed through the advice and counsel of such a group and, therefore, the committee is continued until June 30, 1980.

I further deem that it is not feasible for the Department or any of its existing committees to perform these duties, and that a satisfactory plan for appropriate balance of committee membership has been submitted.

DEC 11 1979

Date

Peter Robert Harris
Secretary



Amendment to the Charter of the National Advisory Committee on
Black Higher Education and Black Colleges and Universities

The Duration section of the Charter is amended as follows:

Unless renewed by appropriate action prior to its expiration, the National Advisory Committee on Black Higher Education and Black Colleges and Universities shall terminate on June 30, 1980.

APPROVED:

DEC 11 1979

Date

Patricia Robert Harris
Secretary

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U.S. GOVERNMENT PRINTING OFFICE: 1980 O-29-384/2895 1-3